

Teaching & Learning

Stamshaw Junior School



INTRODUCTION

Through our teaching and learning we equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We believe that appropriate teaching and learning experiences help children to lead happy, safe and rewarding lives and prepare them for their future.

A POLICY FOR ALL SUBJECTS

At Stamshaw Junior School we believe in lifelong learning and that learning should be a rewarding and enjoyable experience for everyone.

It should be **EPIC**.

EPIC TEACHING @ Stamshaw Junior School

'EPIC' is what we like to see in our Teaching & Learning.

All lessons should have parts of **'EPIC'** in them no matter what lesson is being taught.

What is EPIC?

E= Excitement & Enjoyment e.g. active, not passive learning with practical, hands on activities. It needs to be fun and purposeful to get children switched on and interested.

P= Pace & Progress e.g. do not go over too many examples, allow pupils to try themselves. Pay particular attention to the most able children and ensure they are challenged. Clear routines especially in change over times; don't waste time on unnecessary lining up, fingers on lips, too much time on the carpet etc.

I= Included & Independence e.g. planning relevant to ability, use additional adults to divide into smaller groups when appropriate. Learning needs to have opportunities for decision making, problem solving, and thinking for themselves and have opportunities to work autonomously.

C= Consistency & Challenge e.g. Ensuring children understand and can put into practice what they are learning, maintaining pressure on pupils for whole lesson and ensuring they produce sustained good quality work especially when written in books.

At Stamshaw Junior School we:

1. Have set out steps so that pupils reach or exceed the end of key stage expectations in the curriculum.

We do this by:

- High quality teaching.
- Teaching the National Curriculum while keeping it exciting and purposeful to promote a love of learning.
- Continuous standardised assessment and pupil progress meetings (*how well are the children doing?*).
- Ensuring children know and understand their next steps to success.
- Intervention support (*programmes to help children catch up*).
- Bilingual support when available.
- TA support in each class.
- Targeted intervention based on daily assessment of English and Maths.
- NTP, IDL and Little Wandle
-

2. Have set out ways to measure whether pupils reach or exceed the end of key stage expectations in the curriculum.

We do this by:

- High quality teaching.
- Purposeful marking which can focus on 'WOW' and 'NOW' (*how to make it better*).
- Tracking and evaluating each child's attainment and progress through OTrack (*a tracking system*).
- Continuous standardised assessment.
- Moderation of books and learning journeys (*comparing children's work with peers*).
- Measuring how well children are doing compared to the Age Related Expectations (ARE) for English and Maths at KS2.

3. Have set out ways to enable us to pinpoint the aspects of the curriculum in which pupils are falling behind and recognise exceptional performance.

We do this by:

- High quality teaching.
- Purposeful marking which can focus on 'WOW' and 'NOW' (*how to make it better*).
- SEN support plans & person centred reviews including pastoral support and speech and language support.

- We have an effective pastoral team which support children with emotional and behavioural needs as well as parents and carers when needed.
- Quality feedback marking
- Challenging more able children
- Continuous standardised assessment and pupil progress meetings. (*how well are the children doing*)
- Setting individual and achievable targets.
- Moderation across year groups, phases, school, and external clusters.

4. Support teaching & learning by planning for all pupils.

We do this by:

- High quality teaching.
- Differentiated planning to meet the needs of all children.
- Identifying the tipping points in a child's learning (teaching the most important things to move children's learning on)
- Quality resources to support children's learning including the use of ICT and adult support.
- Planning for all children's interests.
- Teach the curriculum while keeping it exciting and purposeful to promote a love of learning.
- Setting into ability groups when appropriate, for English and Maths (fluidity).
- Differentiate success criteria and learning objectives when needed.
- Exposing all learners to ARE teaching to enable them to access and achieve, modelling high expectations.

5. Report regularly to parents and carers and, where pupils move to other schools, provides clear information about each pupil's strengths, weaknesses and progress towards the end of Key Stage expectations.

We do this by:

- Marvellous Me – an online programme for parents and carers.
- Parent sessions (parents and carers join their children in the classroom)
- School reports to parents and carers twice a year.
- Transition meetings between year groups within school and across schools to share information about the children.

- Having an open-door policy where parents and carers can see their teacher or leaders without an appointment.
- Having a school website, Facebook account, Twitter, and a texting service to keep parents and carers updated.
- Providing a half termly curriculum newsletter sharing with parents and carers what is being learnt.
- All data, schoolbooks and relevant information is shared with schools when children move to another school.
- Working in partnership with Social Care, the Police, and many other agencies within the city.

PLEASE NOTE: These lists are not exhaustive and many of which fit into more than one of our core principles.

SKILLS TO TEACH OUR CHILDREN

- To be...Literate and numerate
- To have...the basic skills
- To be...Inter-dependent
- To be....Resourceful
- To be a...Risk taker
- To use...Questioning
- To be a...Creative thinker
- To show....Awareness
- To able to....Communicate effectively
- To be...Adaptable
- To be ...Reflective
- To be an...Active listener
- To use ...Critical thinking
- To show...Resilience
- To be....Open minded

These are the skills that employers are looking for. We need to ensure we teach our children these skills so that they will be able to go out into the wider world and be successful.

OUR SCHOOL VALUES

MARKING

What does **marking** look like?

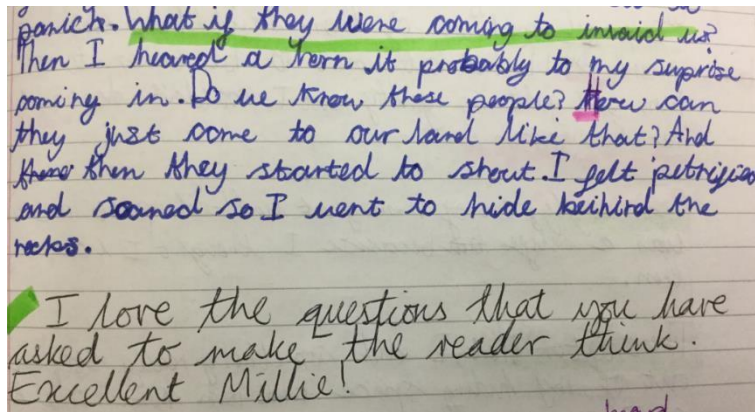
ENGLISH

- Unless carrying on from the same lesson or learning objective, AFL sheets must be stuck in with an 'I am learning to...' statement and success criteria (where appropriate).
- Whoever has marked the piece of work, must initial at the end or on the AFL sheet.
- Green is used to signpost the children to what they have done successfully. This could be: parts of their writing that fulfil the learning objective and success criteria, impressive word choices, or improvements on their previous learning (i.e. spelling a word correctly that they had previously misspelt).
- Green can also be used to signpost children to positive comments that the teacher has made about their achievements. These are likely to be found on longer pieces of sustained writing. This can be in the form of green dot/ circle, or the word 'Wow' written in green.
- Pink is used to signpost to the children where they need to make changes or corrections. This could be: spelling errors, punctuation errors or omissions, grammar errors, or poor vocabulary choices. The expectation is that children will go back to these errors and make changes using a 'purple polishing pen'.

Children that are more able may be asked to find their own errors in a line or paragraph of writing - this will be signposted by a pink dot in the margin.

- Pink can also be used to signpost children to challenges or next steps. This can be in the form of a pink dot/ circle, or the word 'Now' written in pink.
- Children will be asked to copy out three times any high frequency spellings, spellings from the National Curriculum lists, or other topic words they have misspelt. Up to a maximum of three words in any one lesson.
- Live marking is encouraged. Teachers are expected to evidence the learning conversations that take place by writing 'D' (for discussion) and then a brief note on what was discussed with the pupil. I.e. D = commas after fronted adverbials.

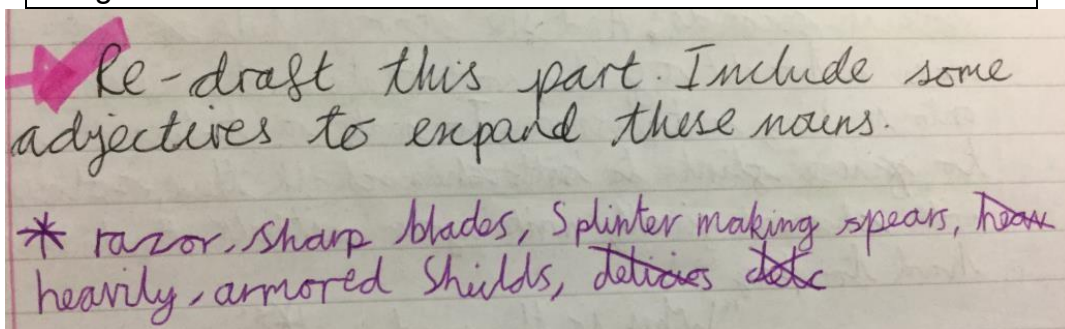
Examples of these marking and feedback expectations are included below.



panic. What if they were coming to invade us?
Then I heard a horn it probably to my surprise
coming in. Do we know these people? How can
they just come to our land like that? And
then they started to shout. I felt petrified
and scared so I went to hide behind the
rocks.

✓ I love the questions that you have
asked to make the reader think.
Excellent Millie!

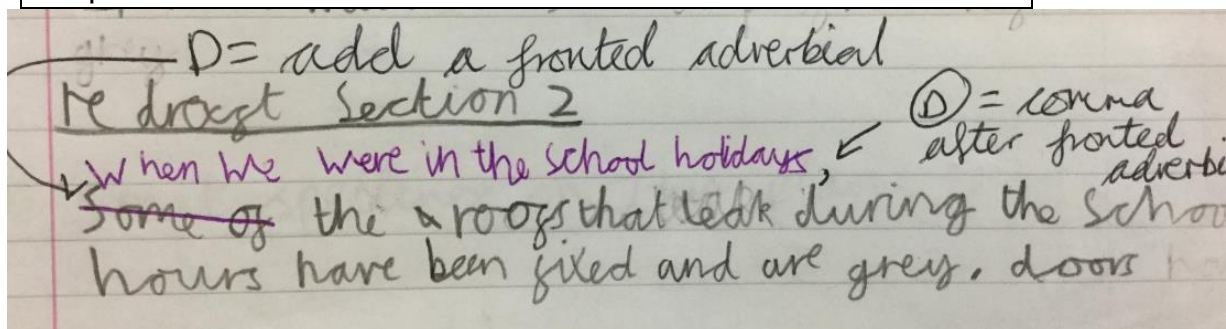
Green - signposting successes to the children with a comment to show recognition of their achievement.



✶ Re-draft this part. Include some
adjectives to expand these nouns.

* razor, sharp blades, splinter making spears, ~~heavy~~
heavily, armored shields, ~~delicious~~ etc

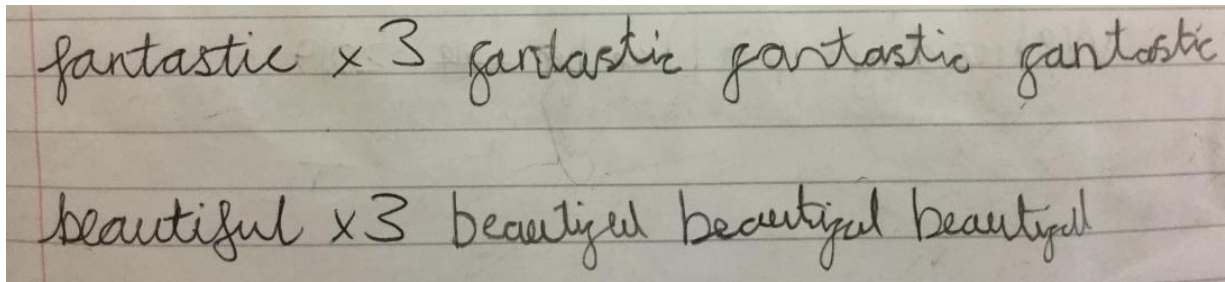
Pink - signposting to the children a challenge that they need to complete.



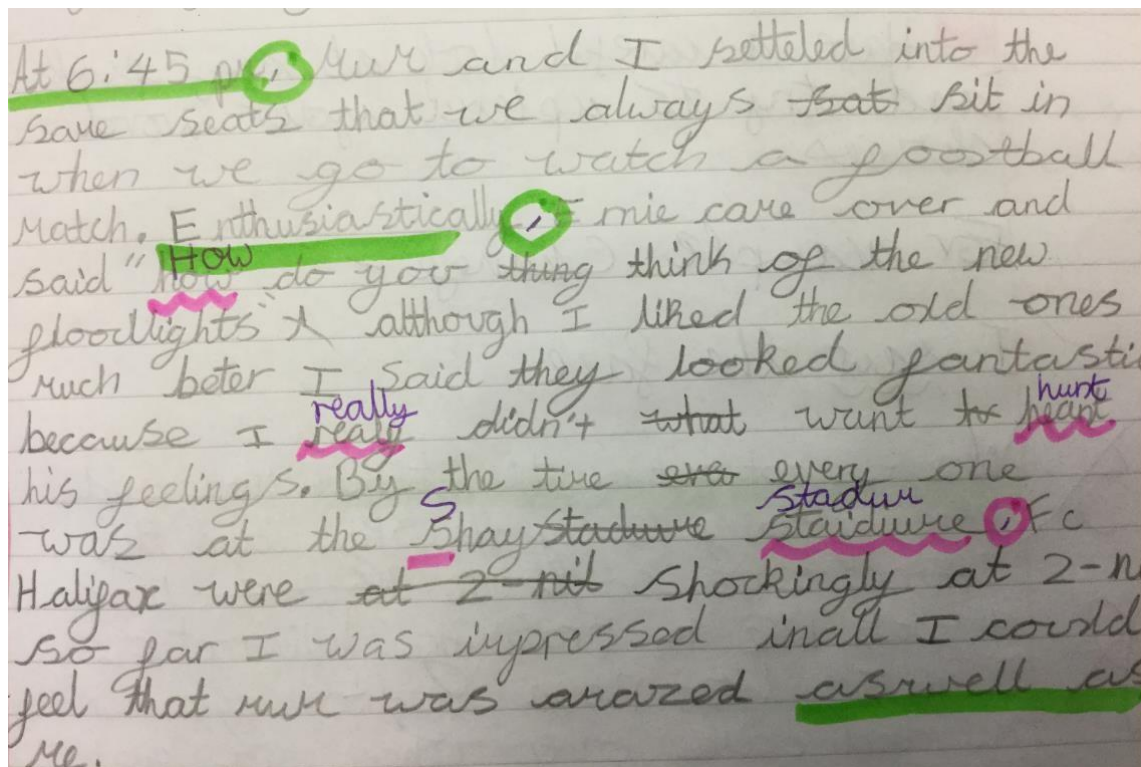
D = add a fronted adverbial
Re draft Section 2

When we were in the school holidays, ← after fronted adverbial
~~Some of~~ the windows that were broken during the school
hours have been fixed and are grey. doors

D for discussion comment. This evidences the live marking in the lesson.



Spellings modelled to the children in cursive writing for the child to practise three times.



Green - showing the child elements of their writing that are successful. Pink shows errors to be corrected in purple polishing pen.

MATHS

- Unless carrying on from the same lesson or learning objective, AFL sheets must be stuck in with an 'I am learning to...' statement and success criteria. A short date can be used if the LO or lesson continues on.
- Whoever has marked the piece of work, must initial at the start or end.
- Pink dots can be used to identity a mistake in a child's piece of work. This can be differentiated by putting a dot specifically on the mistake or putting a dot next

to the calculation for the child to find. For pink dots to be effective and worthwhile, children must respond to them with a purple pen either during the lesson or at the start of the next lesson. If the majority of work is incorrect, do not pink dot everything. Speak to the child.

- Pink Think must be used to identify challenges. Written feedback is best used for making calculations rather than writing any commentary for the children. Furthermore, it is recommended that pink challenges can be pre-prepared before lessons during the planning process to be given to children during the lesson. If bulk feedback or challenge is required at the end of the lesson, typing is recommended instead of writing – to save time.
- Discussions with children can be recorded by writing a D with an initial and a single word or phrase to briefly explain the conversation.
- Green comments are not an expectation of the maths marking policy. Ticks and smiley faces are sufficient.

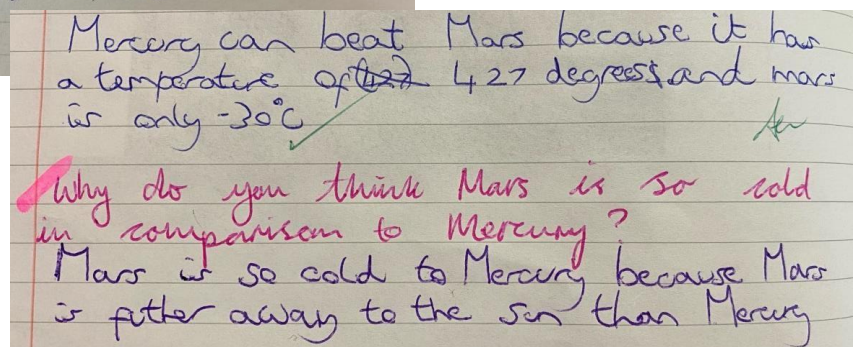
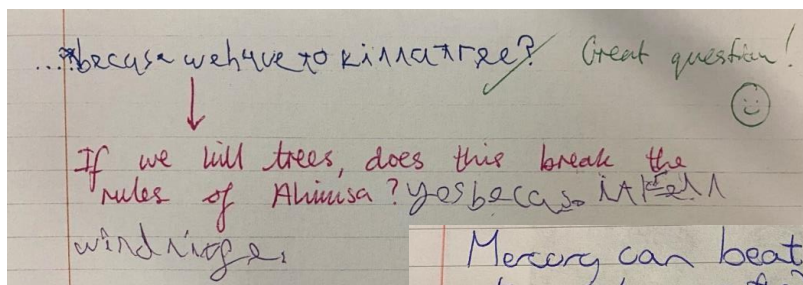
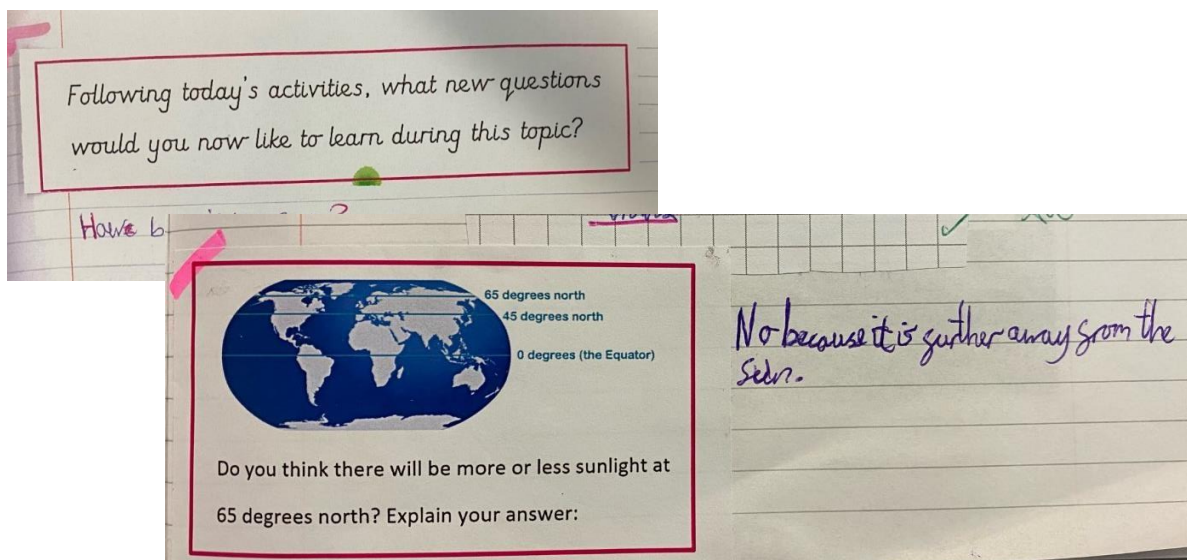
Throughout the pupil's books you may see a variety of marking and feedback which is appropriate to the task and individual child. Examples could include:

The collage displays various student work and teacher feedback examples:

- Example 1:** A subtraction problem $648 - 10945$ with a pink dot and a green 'D' with initials.
- Example 2:** A word problem about room temperatures with a pink box and a green 'D' with initials.
- Example 3:** A multiplication problem $7 \times 7 = 49$ with a pink dot and a green checkmark.
- Example 4:** A challenge card 'Dive Deeper' about rounding 2567 to the nearest 100, with a green 'D' and initials.
- Example 5:** A challenge card about four number cards (42,350, 43,385, 56,995, 56,963) with a green 'D' and initials.
- Example 6:** A challenge card about a division diagram for $7200 \div 200 = 36$, with a green 'D' and initials.

Science and Topic Books

- LOs: Unless carrying on from the same lesson or learning objective, AFL sheets must be stuck in with an 'I am learning to...' statement and success criteria. A short date can be used if the LO or lesson continues on.
- All work must be ticked and initialled by the adult who taught the lesson. TAs are welcome to tick and initial books if having worked with a group.
- Pink Think: In Science books, and across a range of subjects in Topic books, there must be some evidence of Pink Think within a half term's unit of learning. Pink Think can be evidenced in written or printed form. This form of feedback must be seen to deepen children's learning, challenge their thinking and/or encourage reflection. It can be personalised, whole class or differentiated.
- Green can be used to celebrate good work but is not an expectation.



PLANNING

What does **planning** look like?

- **Format:**
 - Use the agreed school format in staff share.
- **Saved planning is saved in staff share:**
S:\CURRICULUM\PLANNING\
- **AfL Success Criteria Grids are used at the start of each new piece of work in English, Maths & Science:**
 - Use the agreed formats as found in staff share. ○ Use when appropriate. S:\CURRICULUM\PLANNING\2019.2020
- AFL Success Criteria Grids to be used **for all other subjects** when relevant and helpful.

At Stamshaw Junior School our [SJS CURRICULUM](#) comes from:

1. [Power Maths](#) and [White Rose](#) for Maths
2. [PE Passport](#) for PE
3. [Charanga](#) for Music
4. [Teach Computing](#) for Computing
5. [Living Difference](#) for RE
6. Spanish is taught using [Language Angels](#)
7. PSHE is produced by the [PSHE association](#)

1. **Long term plans:** this plan gives an overview of the topics that are covered through the course of the year. This plan includes the hooks and outcomes for each topic taught and possible trips and visits.

2. **Medium term plans:** This is a half termly plan which is also shared with parents in the form of a curriculum newsletter. There are also medium term plans written by subject leaders which indicate when learning activities will be taught in the half term and show progression of the key skills.

3. **Short term plans:** These are the weekly plans for English including guided reading & spelling and Maths. Foundation subjects (including science and computing) The Cornerstones website support Topic plans.

J2E: We also have a Journey to Excellence Plan. This plan is for the whole school whereby the J2E is focused on English and Maths and is used as a plan to improve attainment and progress across the schools.

FOUNDATION SUBJECTS

When **necessary**, lessons evidenced in **topic books** to have:

- LO's with the subject, and key language included (and if PSHE, relevant codes from toolkit).
- High quality work by children which **can** show differentiation, reflection of learning.
- All work marked including some response marking (on average, every 3 pieces).

Amount of lessons to be evidenced in books **per half term**:

- Science = weekly
- PSHE = weekly e.g. in Big Book
- RE and DT = A journey of learning in topic book (may be taught as themed day)
- Art = 1 in topic books (final piece) or on a display and 2/3 in sketch books showing skills
- Geography/ History = weekly in topic book
- Spanish = if applicable in topic book
- Computing = if applicable and saved in a folder and as part every day teaching
e.g. children creating a word document for their English writing.
- PE = if applicable
- Music = if applicable

Examples to evidence lessons:

- Children complete a task sheet
- Completed activity in topic book
- Thought shower/ diagram
- Files saved on computers (In TEAMS, Curriculum Learning, Half Term, Year Group, Class)
- Picture/Photograph
- Write an evaluation/ reflection
- Adding to their knowledge harvest
- Captured in Big Books (PSHE)
- Completion of skills shown in sketch book (Art)
- Discussion/ performance recorded
- Board display in classroom or around school

Files in TEAMS save so subject leaders can find celebrated learning.

What does assessment tracking look like?

- We use OTrack (online programme) to track children's progress and attainment throughout the year.
- The Trust have designated termly 'data drop' dates. Stamshaw Junior School

Attainment:

Age Related Expectation (ARE)

- We use codes to indicate where each child is working at within the national curriculum at their age.
- Each subject has a number of objectives, for each year group, that the children need to achieve in order to be working at their age or **Age Related Expectation (ARE)**

These codes are updated termly

- **Below ARE:** This means they are working **below** Age Related Expectations (ARE) If a child is working below their year or ARE, we assess them at what year group's objectives they are accessing e.g. a child who is in year 4 but is working below the year 4 objectives, then we would assess them as accessing the year 3 objectives or lower.
- **Working towards ARE (W):** This means they are **working towards (W)** the Age Related Expectation (ARE) and are nearly there.
- **At or Expected ARE (A):** They are working **at (A)** the Age Related Expectation.
- **Greater depth (G):** They are working **above (GD)** the Age Related Expectation.
- **Targeted children** are identified as **W+** for children targeted to get to ARE and **A+** for children targeted to get to Greater Depth.

Progress:

We use progress arrows to indicate how much progress a child has made over a given time. These arrows are updated termly.

Progress is measured by looking at the child's books and by teacher assessments.



Indicates **expected progress** within a time period i.e. they are coping with the work pitched at their ability.



Indicates **more than expected progress** i.e. they are doing a lot better than expected.



Indicates **less than expected progress** i.e. they are not doing as well as expected.



Indicates **no progress**

Key Assessment Points Year

6 SATS:

- Towards the end of year 6, all year 6 children across the country have to take a test in Reading, Maths and Spelling, Punctuation & Grammar (SPAG).
- The results are compared to national percentages as well as Portsmouth percentages. Writing assessments are completed throughout the year.

Year 4:

- All year 4 children across the country take part in the Multiplication Tables Check in June.

Standardised tests:

- We use NFER Reading Tests at the end of each term for years 3, 4 & 5. Year 6 will use old SAT papers.
- We use NFER SPAG tests at the end of each term for years 5 and old SAT tests for year 6.
- We use White Rose Maths Assessments at the end of each term for years 3, 4 & 5 and old SAT papers for year 6.

The results from the tests are recorded on OTrack as well as using the GAP analysis tool for each test.

These test are both summative and formative.

CLASSROOM ENVIRONMENT

What does **classroom environment** look like?

- A neat, safe and tidy, yet purposeful, learning environment.
- English & Maths working walls.
- One fantastic **TOPIC** display either inside or outside the classroom.
- Some examples of pupils work outside the classroom.
- Spelling Lists for KS2 displayed.
- Dictionaries & Thesaurus available.
- Appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning. Inclusive labels where possible.
- Evidence of rewards gained by our pupils through Table Races.
- A bright and inviting book area with books from SLS.
- An environment that is conducive to learning.
- Access to a drink.

DIFFERENTIATION

What does **differentiation** look like?

Differentiation should be seen in all lessons and examples are:

- By outcome ○ By activity ○ By adult support ○ By fluid grouping ○ Using apparatus & resources to support learning ○ Differentiated Success criteria grids e.g. extension section
- Number & strategy ○ Questioning ○ Targets and expectations ○ Provision e.g. change of setting ○ Challenge for more able
- Setting- we do not set across the school however from year 6 setting may take place for English/Maths when appropriate.

HOMEWORK

What does **homework** look like?

- Reading at least 3 times a week and complete home reader to win certificates and prizes.
- Times Tables practice using TT Rockstars.
- Projects are optional and agreed by the year team. Children may choose as many as they would like to complete and can be found on the curriculum newsletter but should do at least one. (Topic Linked)
- Plan in opportunities for homework to be issued remotely.

REPORTING

What do **reports** look like?

- Reports to be sent to parents in:
 - April: a detailed report focusing on all subjects.
 - July: a short report focusing on English and Maths and an overall comment.
- Reports to comment on ARE (Age Related Expectations)
- Year 6 to report on the End of Key Stage SAT results.

MODERATION

What does **moderation** look like in writing?

- Moderation of writing is completed through:
 - Cluster of schools e.g. Arundel Court, Stamshaw Infants and The Victory Primary
 - Trust schools
 - Whole school
 - Across phase
 - Year group
- When books are moderated, a moderation sticker is completed and placed in the book.
- Book looks are to be completed by subject leaders, senior leaders and phase leaders as part of their monitoring schedule.
- A book look feedback sheet is to be completed and given to the teachers as part of their evidence gathering.

BOOKS

What do books look like?

- White sticky label with title on the front of the book.
- Long date in all subjects, except for Maths.
- Teacher or child generated AfL grids with LO and SC. (when necessary with a variety found in staff share) **see appendix 2**
- Pen to be introduced in years 4. (pen licence)
- In year 5 most children to be using pen. (not maths) • Single line through errors.
- Erasers used at teacher's discretion.
- Next day work to continue under previous work where possible.

Which books?

- English Blue A4
- Reading Dark green A4
- Spelling Blue A5
- Maths Yellow 7mm A4 with times tables & fluency at the back of the book
- Science Orange A4
- Topic Light Green A4 (includes History, Geography, Spanish, DT, PHSE, RE, Music, Computing)
- BIG PHSE Book

- Interventions are in subject books.

MONITORING TEACHING & LEARNING

- Teaching and learning is monitored on a regular basis by the senior leadership team and subject leaders.
- This is done through formal lesson observations, learning walks, work scrutinies, planning scrutinies, talking to the children, Ofsted, Quality assurance visits from the LA, Phase leaders feedback, SMT meetings, subject leaders monitoring.
- Support will be offered according to the needs or request of the teacher.
- See **appendix 1** for observation sheet.

CONTINUOUS PROFESSIONAL DEVELOPMENT

- Teachers attend a weekly PDM meeting on a Wednesday where each leader focuses on an area of development and training.
- Network Meetings are on Thursdays where subject leaders across the Trust meet once or twice a term. This is also to support CPD
- Teachers write an action plan for the year. Up to three priorities only.
- Teachers are offered support on a regular basis from senior leaders & the Trust, particularly around subject knowledge & planning. This support depends on the needs of individual teachers.
- We have an AIP (Academy Improvement Partner) as well as an English and Maths advisor to support the leaders in school improvement.

LOCAL GOVERNING BODY

We have a joint [Local Governing Body](#) with our Infant School.

Our LGB determine, support, monitor and review the school policies on teaching and learning.

In particular they:

Support the use of appropriate teaching strategies by allocating resources effectively

- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include the headteacher's monthly reports to the LGB.

THE ROLE OF PARENTS & CARERS

We believe that parents have a fundamental role to play in helping children to learn and working in partnership with the school.

We inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school (Curriculum Newsletter)
- Holding two parents' evenings to discuss their children's progress
- Sending two annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further explaining to parents how they can support their children with homework.
- Using social media to share events as well as Marvellous Me.
- Half termly Newsletters
- Texts

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Ensure that their child has the best attendance record possible (at least 96% and above)
- Ensure that their child is equipped for school with appropriate clothing and correct PE kit in their house colours.
- Do their best to keep their child healthy and fit to attend school, including promoting good sleeping patterns.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Support the school by signing up to the school's values in our homes/school agreement.

Chair of the LGB *Sherri Bailey* Date Agreed: September 2023 Date For
Review: September 2024

Appendix 1

EPIC T&L @ Stamshaw Junior School

Annexe 1 (Lesson visits, learning walks, children chat, book looks)

Teacher/Year Group :

Lesson:

Date:

Enjoyment & Excitement

Needs Development ● Major Strength

Pace & Progress

Needs Development ● Major Strength

Included & Independent

Needs Development ● Major Strength

Challenge & Consistency

Needs Development ● Major Strength











Free Flow Observation Notes:











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WWW






EBI

Appendix 2

Context:		Teacher Assisted Work 	T.A. Assisted Work 	Worked with a buddy 	Independent Work 	
Learning Objective: I am learning to						
SUCCESS CRITERIA		EFFECT IT HAS HAD ON THE READER				
Powerful Language						
Advanced Punctuation						
Manipulation of clauses						
Context:		Teacher Assisted Work 	T.A. Assisted Work 	Worked with a buddy 	Independent Work 	
Learning Objective: I am learning to						
SUCCESS CRITERIA						
Powerful Language			Subordinate conjunctions			
Advanced Punctuation			Expanded noun phrases			
Manipulation of clauses			Modal verbs			

Context:		Teacher Assisted Work 	T.A. Assisted Work 	Worked with a buddy 	Independent Work 	
Learning Objective: I am learning to						
SUCCESS CRITERIA		JUSTIFICATION				
Powerful Language						
Advanced Punctuation						
Manipulation of clauses						
Context:		Teacher Assisted Work 	T.A. Assisted Work 	Worked with a buddy 	Independent Work 	
Learning Objective: I am learning to						

Pupil's Comment		
Teacher's / TA's Comment		
Context:	    	
Learning Objective: / am learning to		
Buddy's Comment		
		
	My Comment	

Context:	    
Learning Objective: I am learning to	