

TANKERSLEY C of E (A) PRIMARY SCHOOL

# Teaching and Learning Policy at Tankersley



"In outstanding primary schools children have the chance to learn in a range of different ways - all of the learning and teaching is of a high quality, and is planned and managed so that every child is supported and challenged."

### **Mission Statement**

***At Tankersley St Peters Primary School we are committed to a love of learning developed in a Christian environment.***

#### **Aims**

- To provide a safe, happy, healthy and respectful environment, which enables children to develop their self-belief and decision making skills enabling them to make a positive contribution to school life and beyond.
- To instil a love of learning and promote high expectations, celebrating both success and effort.
- To provide an inspiring, fun and enterprising curriculum, with challenge and enquiry based learning, in and beyond the classroom.
- To work hand-in hand with parents/carers and members of the Tankersley community to maintain and develop a school of which we can all be proud.

These are our agreed principles of teaching and learning which are used across school:

#### **Learning Objective/Success Criteria - (Skills rather than content)**

- Our pupils use success criteria in English to support their journey through the lesson and to help them to clarify the key learning aspects and skills that they need to master and demonstrate in the lesson.
- The focus (LO) in Maths incorporates a learning line so that the teacher is clear how much progress the pupil feels that they have made in the sequence of work.
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## Kagan structures & Learning partners

- **Kagan structures** are used to promote collaborative and interactive learning to share ideas and thinking and strengthen outcomes for learning in all subjects. Kagan strategies help to eradicate passivity and compliance in learning. Posters of the key models are displayed in each class and around school. *e.g. Think, pair, share / Rally Robin*
- **Learning partners** allow children to talk in pairs or groups and creative use of other drama and collaborative strategies eradicate passivity in learning. All classrooms should endeavour to create a no hands up policy wherever possible.

## Reciprocal reading strategies / Reading tokens

- Reciprocal strategies are used to daily to develop decoding and comprehension skills daily in reciprocal guided sessions. Pupils learn to use the roles of boss, clarifier, predictor, summariser and questioner and become increasingly independent in these skills as their confidence in reading develops.
- Children are encouraged to read at home and home reading tokens are given out in daily group reading sessions to pupils who have read at home at least 3 times that week - A weekly reading raffle takes place in Sparkle and Shine assembly each week.
- Reading areas in the classroom are inviting and lively with space for the children to sit and read. Children visit their class and school libraries regularly to change their books.

## Big extended write (and follow up mystery author)

- Extended writing is key to ensure our pupils develop stamina for writing and can write at length applying known Spelling, punctuation and grammar skills to their work. Each pupil should complete an extended piece of Big Write following input from a theme of work (usually on a Friday- fortnightly in KS2).

- Highlighters are used to identify aspects of SPAG for each piece of writing.
- Follow up from the Big extended Write is built in on the following Monday - e.g. Up levelling a piece of work / Mystery author/Grammar detectives.
- Each half term a piece of Big extended Write is assessed using the Ros Wilson Criteria which is stuck in the pupils books (Y2 and Y6 use end of KS assessments) to ascertain where the pupil is in their writing.

### Countdown maths

- **Countdown Maths** aids retention in mathematical concepts. Children complete a maximum of 10 maths questions on the board first thing each morning.
- These are pitched to the age group using age related objectives and include at least 1 of each of the 4 operations  $+$   $-$   $\times$   $\div$ ,  $\times$  tables and also fluency, word type problems and reasoning (RUCSAC/use what you know to find out what you don't).
- Questions should be completed promptly and marked together as a class quickly (with a few questions picked out for clarification/misconceptions).
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### Mastery strategies for maths

- We use Maths Mastery Medium Term Planning.
- We give children as many opportunities as possible to **explain their learning**- verbally, pictorially and written. Children are to answer questions in a complete sentence to develop depth of understanding.
- All children work together on a learning objective/sequence across a theme and this objective is taught using small steps with many opportunities given for **Concrete**, **Pictorial** (including bar model) and **Abstract** approaches and **variation**.
- Children are expected to be **fluent in all times tables** and number bonds/relationships by the end of year 4.

- **Fluency, reasoning and problem solving** are to be applied to each objective/sequence across a theme. Connections are made to other themes.
- **Questions** are planned carefully to ensure depth of understanding.

Ensure that children are given the opportunity to explain their learning/respond to marking (green polishing) **at least twice** during the teaching sequence/week. Pose differentiated questions for the children to respond to...e.g.

**Explain why  $3/10 + 4/10 = 7/10$**

**Can you write a problem where you would have to use multiplication to calculate the answer?**

**If the area of a parallelogram is 42 cm sq., what could the base and height be? How do you know?**

Children should also be given the opportunity to polish during the lesson-mini plenary to further deepen their learning.

*Children's explanations really do show us the depth of their understanding.*

### Pupil jigsaws

- Pupils use their age related learning jigsaws in Reading, Writing and Maths to develop an awareness of their own age related learning objectives/learning journey throughout the year and to self-assess against these.
- These subject jigsaws are kept in plastic wallets so children can use them to support their work on all lessons (e.g. extended write and reciprocal guided reading) to remind them of what they need to achieve.

- The children annotate the objectives when they have achieved them by drawing an AFL face on the target.

### Standards in books - Perfect presentation

- We promote the highest standard of work and consistency of approach with our pupils. **Perfect Proud Presentation Posters are displayed in each class and teachers ensure these are used by the pupils.** The acronym PROUD reminds children how to set out work neatly in books.
- Handwriting is taught weekly to promote the highest standards.
- Strategies - *BBC-bottom back chair, Spare hand on work and Feed the dinosaur to hold your pencil* are encouraged at all times.
- Children are awarded a pen licence and a school pen when they are using neatly joined writing.
- A piece of quality handwritten work is sent every other week to the head teacher for sparkle and shine assembly for the handwriting of the week award. One piece is selected and framed in the school entrance on a special stand.

### Learning walls at Tankersley

- Learning walls help to promote active learning and aid retention of key concepts and the journey through a teaching theme
- **All classrooms have an interactive learning wall for English and Maths** and these should be backed in milskin paper using the school's agreed colours - pale blue for Maths and pale yellow for English and the agreed borders.
- Learning walls are used as a teaching aid and be interactive and pupil friendly. They should reflect ongoing work throughout the week related to the subject and be current to the teaching. Learning aids can be stuck on which are handwritten and instant - including post it notes, interactive questions etc.

## Homework at Tankersley

- **Homework grids** are set half termly or termly, linked to the Creative curriculum so children can work on a variety of visual, auditory and kinaesthetic activities. Homework grids should be uploaded to the school website. All pupils have their own homework book.
- **Daily home reading** is encouraged through our reading token system and
- **Weekly spellings from the RWI spelling programme** are sent home in the RWI spelling journals every week
- **Online - My maths homework** is set along with homework linked to the **Purple Mash** platform for learning.
- Homework is collected weekly and marked by the class teacher
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## Behaviours for learning at Tankersley

(See also Behaviour policy and flowchart)

- **Team points** - Given for all types of positive behaviour and learning in school. Each child in one of 4 coloured teams linked to a sports personality. Team trophy is awarded each week in sparkle and shine and winning team for the year has team colour engraved on the trophy.
- **Christian attribute beads** - Given alongside team points for when children show Christian attributes of self-control / Patience / Kindness / Goodness and gentleness.
- **Positive portfolios** - children will keep a personal portfolio throughout their journey through their primary school life at Tankersley. Here they can record their achievements and successes (also linked in to the school aims )
- **Class behaviour books** - For recording red writing sanctions

## Enterprise time - Thinking actively in a social context (TASC)

- **Enterprise time** - One of our key aims is to be an enterprising school all our children participating in

Enterprise Time each week. We encourage children to plan their ideas and projects actively in social context to build lifelong learning skills and to use lateral thinking. (See TASC wheel for support in planning)

- There are 6 key areas of enterprise with each teacher taking a lead on an area. Pupils are in mixed groups from each year group and have the opportunity to work together in pupil led learning over the half term with older pupils helping and leading younger pupils. The groups rotate half termly.



### Feedback in books at Tankersley

- **Perfect presentation posters (PROUD)** – teachers will ensure that pupils in their class demonstrate the highest standards of work and adhere to the agreed principles as outlined in the posters
- **Teacher & pupil Feedback on Learning Objective** – teacher and pupil will assess against each element of the objective in the success criteria
- **2 stars and a wish for an extended write** – **Teacher feedback (Blue pen)** – Teachers will give feedback which is succinct, short and clear relating to the lesson objective/year group standards
- **Polishing learning-responding to teacher feedback (Green pen)** – Pupils will explain their learning, address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress)

- **AFL Peer and self-marking (Red Pen)** – Pupils can peer assess and self-assess using red pen – again this needs to be linked closely to SC
- **Explaining and reasoning boxes** – These need to be used in Maths so pupils can demonstrate their depth of understanding around mathematical concepts – teachers need to model how this is done so pupils can explain their learning.

### **Teaching and Learning in the Early Years Foundation Stage**

The EYFS definition of teaching and learning can be found displayed in the Nursery and Reception classrooms as well as on the school website. Many of the above policy strategies are also used, such as the Kagan structures, peer and self assessment, reflection on a range of learning and adult focus activities linked to LO's and criteria marking. However, practitioner's teaching is very much based on children's interests and child initiated learning. It is not a top heavy approach and involves possibility questioning, with practitioners as 'playful partners.' Practitioner's aim to develop children's conversational skills through following their interests and ideas, co-constructing their learning in a variety of ways. The aim is for children to develop mastery and metacognition through serve and return verbal interactions and ultimately sustained shared thinking across the EYFS curriculum. Teaching and learning takes account of the child's holistic stages of development and interweaves unique next steps across daily life in the setting.