

Learning and Teaching Policy

Introduction

At Great Abington Primary School we believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip 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 learning and teaching experiences help children to lead happy and rewarding lives and be fully prepared for the next phase of their lifelong learning. We underpin all this with our teaching and commitment to Values Education. Our curriculum delivers the requirements of the National Curriculum through a skills-based, topic centred approach and is supplemented by enrichment activities. Outdoor learning is now a central pillar in our curriculum intent and encompasses not only curriculum links but also wider themes relating to the environment and nature.

The table of contents will help you navigate this document. We very much see this as a working document and changes will be made as we reflect on areas of activity.

Table of hyperlinks

Introduction	Equal Opportunities	Aims of the policy	Effective Learning	Effective Teaching
Display	Homework	Reading as a core	Spelling	Mathematics
Topic related homework	Subject Leadership	Planning	Assessment for Learning	Target setting
The Curriculum	English	Reading	Writing / Speaking and Listening	Mathematics
Computing	Science	History / Geography / Art and Design / Design and Technology	Languages	Music
Physical education	Religious Education	Role of Governors	Role of Parents / Carers	Appendices

Equal Opportunities Statement

Great Abington Primary School welcomes the diversity of abilities, ethnic origin, faiths and cultures of the children and their families who make up our community. It is a fundamental principle that everyone is valued equally, regardless of economic circumstances, disabilities, culture, ethnicity, language or religion.

AIMS of the Policy

This policy is intended to promote consistently high standards in all learning and teaching and to promote our school vision of Great Abington as “a rich and creative learning environment for learning where every child matters.” Our objectives to reach that vision are to provide:

- A safe and secure environment where every child is listened to and cared for, as a member of our school family, and in which an understanding of mutual respect and responsibility is fostered.
- An environment in which children are encouraged to adopt healthy lifestyles, including eating healthy foods and enjoying physical activities, promoting their emotional wellbeing and happiness.

- Opportunities to learn about growing, sustainability, biodiversity and how nature impacts on wellbeing.
- Opportunities to enjoy a wide range of extracurricular activities whilst ensuring our children reach the highest standards of achievement in the national curriculum.
- Opportunities for our children to develop a sense of their place in the wider community, preparing them to become confident global citizens, who understand their rights and their responsibilities.
- Opportunities for our children to develop an understanding of the need to move on to economic independence in the future.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn in different ways

- investigation and problem solving; research and finding out;
- group work; pair work; independent work; whole class work;
- verbal and written questioning;
- use of the computer and interactive whiteboard;
- fieldwork and visits to places of educational interest;
- outside speakers and experts, often from local businesses and agencies
- creative activities;
- outdoor learning;
- watching and listening to recorded materials;
- debates and oral presentations;
- designing and making things;
- participation in physical activity;
- reflecting on what has been learned
- consolidating learning through homework activities
- drama and role play.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as plenary opportunities to review the key learning objectives and to assess the level of understanding. We teach that making mistakes is part of learning; they are opportunities which help us to deepen our learning. We encourage resilience when facing difficulties and a belief that school and home community must be an effective partnership.

Through assemblies and class time the themes of **challenge**, **behaviours** and **curiosity** are reinforced with pupils to maximise learning.

Effective teaching

Class Teaching

When teaching we focus on building on skills, knowledge and understanding through providing age and ability appropriate tasks. Our curriculum plans ensure coverage of the National Curriculum and the Early Years Foundation Stage curriculum. They set out the details of what is to be taught by the end of each key stage.

For children to learn effectively we ask that teachers provide:

- thorough preparation;
- shared learning objectives which are understood by the pupils;
- success criteria to help children reach the learning objective;
- differentiated, and where appropriate, personalised, teaching for children of various abilities.

- clear expectations of what pupils are expected to achieve by the end of the session or at points within the session;
- open-ended, thought-provoking, challenging questions of the children;
- an atmosphere where children are prepared to take risks with their work or responses;
- innovative teaching;
- appropriate pace to the lesson;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation;
- opportunities to review and reflect on the learning;
- thinking time before answering questions;
- a planned programme of educational visits to reinforce and stimulate learning;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- developmental feedback and constructive criticism of pupil's work (see section on AFL);
- support for the learning of pupils with differing abilities;
- opportunities to learn outside of the classroom;
- opportunities to consolidate learning through homework tasks
- opportunities to use technology across the curriculum.

We base our teaching on our knowledge of the children's current level of attainment irrespective of their ability. Our prime focus is to ensure progress; to develop further knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability and provide the appropriate level of challenge. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Great Abington Primary School should be of the highest possible standard. This is particularly important as we have 4 split classes and two split year groups (Y1 and Y4) where the learning environments are different.

All teachers should establish positive working relationships with the children that they are teaching. We treat children fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by doing so, 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 school Behaviour Policy but most importantly ensure the pupils understand the reasons for the sanction and how they can turn the behaviour around and learn. The feelings and impact on others will be central to a discussion around inappropriate behaviour and will at all times reflect the school values.

Teaching Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children, sometimes with small groups. Teaching Assistants are also involved in the delivery of intervention programmes to accelerate progress or support with pastoral areas. Our adult helpers also assist with the preparation and storage of classroom equipment.

All staff reflect on their strengths and weaknesses and plan their professional development needs accordingly.

Display

The school believes that the purpose of the display is to support pupils' learning and encourage further thinking. We make use of Learning Walls to support learning and teaching. Our displays also help to support learning in the following ways:

- Engaging pupils in learning – ownership by the pupils
- Keeping what is learnt in mind
- Celebrating success and valuing the efforts of all children
- Raising expectations

- Clarifying routines
- Encouraging independence

See Appendix 3 for further details on display.

Homework

The aim of homework is to promote learning beyond the school day as an essential part of good education. We believe that homework not only reinforces classroom learning, it also allows children to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of inquiry and investigation, and it should help to foster the role of parents/carers as co-educators of their children. We will make every effort to combat disadvantage, for example by considering the need for access to resources such as the internet. Increasingly Google Classroom will be used as a safe conduit for online discussion, sharing and signposting of activities.

Homework Expectations

At Great Abington Primary School we encourage children and their parents/carers to continue learning outside of school. We hope that parents/carers will encourage their children to complete homework, for the benefits it can bring, as stated above. In Y6 it is particularly beneficial to establish a regular homework habit in preparation for the increased expectations in Year 7 at Secondary School.

All pupils are asked to read regularly; learn number facts, tables and spellings. In addition, tasks will be set which are related to topic work. See table below for details.

Homework which is handed in on time will be marked and returned to pupils within two weeks. There may be a delay in homework being marked when it is handed in late.

At Great Abington Primary School it has been agreed to follow the Department for Education recommended time allocation for homework.

Year Group	Time allocation	Tasks
Reception	As appropriate to the child	Informal practical tasks introduced when and where appropriate. Weekly reading books and phoned phonics mats/tricky word mats are sent home.
Year 1 & 2	15 minutes 5x weekly	Activities will include: Weekly homework set to alternate between Maths and English. Spelling set through Spelling Frame weekly
Year 3 & 4	Between 1.5 and 2.5	Weekly: tables, spelling rules and strategies, reading Assignments in other subjects.
Year 5 & 6	Between 1.5 and 2.5	Weekly: tables, spelling rules and strategies, reading Regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum.

Year 6 have additional tasks to help prepare them for the transition to secondary school.

Reading

All children benefit from sharing books with any interested person at home. The school provides graded reading books for regular reading practice at home for children until they are established readers. The school provides early reading activities and graded reading books until children become confident, independent readers. All children may borrow a book from the class library to take home. Children are encouraged to join local libraries and to read both fiction and reference books. Individual reading records are kept by the teacher.

Spelling

In Reception, Year 1 and 2, children follow the Letters and Sounds programme and move on to the No Nonsense spelling programme when appropriate. "Tricky words" may be sent home for further consolidation and practise.

In Years 2 to 6, children who have completed the school phonics programme, are taught spelling strategies and spelling rules following the "No Nonsense" programme. The strategies are reinforced throughout other lessons. Targeted interventions, such as Precision Teaching, are used for particular children who require additional support. A related spelling activity is sent home as homework most weeks, often utilising the online SpellingFrame programme.

Mathematics

Pupils are expected to learn the number facts and multiplication tables appropriate to their development, and will be tested regularly in a variety of ways. We take part in the Year 4 multiplication tables checking exercise organised via the DfE. In years 1 to 6 pupils have maths homework, which reinforces class based aspects of mathematics and relates directly to topics currently being taught.

Topic related homework

Pupils are often asked to complete written or artistic tasks related to their learning in school. Sometimes they are asked to complete work at home or to research information. This may involve online based tasks. Children who do not have access to a web browser out of school are allowed to complete homework at lunch times. In advance of new topics, children will often be given a range of ideas about how they could start to find out more about the topic over the holidays.

Subject Leadership

Even though we have designated subject leaders who drive forward and enrich our curriculum all teachers are responsible for all subject areas within their classroom.

Subject leaders are responsible for:

- Ensuring their subject areas are ambitious and challenge all pupils through curiosity.
- Ensuring strong relationships are developed with the outside World, local industry and other associations, organisations relevant to the subject.
- Ensuring their curriculum areas are being covered in all year groups.
- Ensuring learning and teaching reaches a high standard through assessment and monitoring of pupil learning outcomes.
- Keeping staff up to date with any changes to the requirements in their subject areas.
- Keeping staff informed of subject innovations and the emerging role of technology.
- Where relevant, comparing the attainment of our pupils with national standards and reporting the information to the SLT and Governors.

Planning

At Great Abington, we follow a topic based approach, whilst ensuring rigorous coverage of all National Curriculum content, knowledge and skills. This enables us to be more creative in our teaching and provides the pupils with the chance to link together learning experiences across subjects and to contextualise their learning. Where the topic does not provide opportunities for a subject to be taught within its context, discreet teaching takes place.

Medium term planning takes into account

- Learning objectives for each week
- Content of lessons for each week
- Skills from rolling topic programmes
- Assessment Foci
- Cross-curricular links
- Differentiation for groups or individuals, including vulnerable groups e.g. Pupil Premium | SEND | High Achievers
- Success criteria
- Assessment for Learning opportunities
- The role of additional adults in supporting progress
- The role of enrichment opportunities
- The role of books and ambitious vocabulary

Assessment for learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It helps us to recognise and build on success.

Assessment for learning at Great Abington Primary School

- Is expected to be used as part of effective planning
- Is central to classroom practice as it underpins all learning and teaching
- Is recognised as a key professional skill
- Has an emotional impact by promoting self-esteem, resilience and learner motivation through recognising and celebrating progress
- Helps learners know how to improve
- Encourages self-assessment and pupil responsibility
- Acknowledges, encourages and engages with parent / carers as a crucial part of the learning support system

We use these strategies to link assessment to better learning and teaching

- Evaluation of learning on a daily basis
- Regular communication between staff
- Use of data from formal and informal assessment to inform planning
- Identified assessment tasks
- Progress data is formally discussed at Pupil Progress Meetings. From this discussion, teaching strategies / interventions may be started / changed to aid accelerated learning.

Assessing Pupil Progress

Pupil progress is constantly monitored through both informal and formal methods.

Informal, continuous assessment against the National Curriculum agreed criteria takes place through:

- Individual discussion with children
- Monitoring of responses to questions during teaching
- Marking of work – **see APPENDIX 6 AFL Marking Guidance**
- Observation during completion of tasks

Formal assessment

Teachers make formal assessments of children at key points during the academic year to support teaching. We use NFER standardised tests to ensure equity and consistency and prepare children for testing as they go through the school system. Foundation subjects are assessed at the end of the academic year taking into consideration learning throughout the year. In all areas of the curriculum*, children are assessed as working above, at or below national age related expectations. *Science is working at or not met the standard

Moderation of work is timetabled at school, cluster level to ensure quality and consistency in assessments.

Target Setting

Targets are set as appropriate in subjects and discussed with children as part of daily teaching. Targets are discussed with parents / carers at meetings early on in the Autumn and Spring terms. Progress is discussed for all children at Pupil Progress Meetings, held between the class teacher, SENCO and Headteacher. This enables teachers to identify the impact of teaching and intervention strategies and to change them if children are not making the expected progress.

Targets support pupils independence and awareness of their next steps. Pupils will be moved on when ready with ambition and challenge for all as a core entitlement at Great Abington.

In the Foundation stage, the Foundation Stage Profile is used to set targets, monitor attainment and progress.

The curriculum

At Great Abington, we follow a topic based approach underpinned by quality reading texts, a focus on vocabulary and an enriched experience for the pupils and staff. This enables us to be more creative in our teaching and provides the pupils with the chance to link together learning experiences across subjects and to contextualise their learning. Where the topic does not provide opportunities for a subject to be taught within its context, discreet teaching takes place. Our intent is to ensure that children are challenged, remain curious and demonstrate our values through their learning. Increasingly outdoor learning principles and opportunities are embedded within our work. Abington Woods and our outdoor learning and STEAM area provide opportunities for our pupils. All learning and teaching is underpinned by our commitment to Values Education. Our curriculum must prepare our children for their next stage of education and the wider challenges of being a responsible citizen.

English

Learning and Teaching in English is based on the philosophy and expectations of the National Curriculum and the literacy elements of the Foundation Stage Curriculum. Each child is assessed continuously against the National Curriculum Programmes of Study, and their future work is dependent upon their achieving the appropriate level of understanding that they require.

At Great Abington Primary School our language curriculum is underpinned by the teaching of skills to enable all children to read fluently, write imaginatively and legibly in a grammatically correct manner, spell correctly and develop good speaking and listening skills. Wherever possible, children are given the opportunity to write in “real-life” contexts with a clear audience and purpose.

Reading

We approach the teaching of reading through a variety of means. From an early age the children are taught phonics using a range of age appropriate materials, and word building skills. Opportunities are also given to increase their vocabulary by borrowing a variety of books available in school that support the child's current phonics level.. Parents are encouraged to support their children's reading throughout the school, and guidance is given by the teacher in a reading diary sent home in EYFS and KS1, and where appropriate in KS2. The older children are taught to develop wider reading competency through strategies such as topic research and through reading many different genres, including comics and information on the internet. All children, whatever their age or ability, learn to read through Guided Reading strategies. This is a well embedded approach which helps to develop comprehension skills as well as the skills of decoding. Whole class reading is part of the reading offer with quality texts shared via our school website.

Writing / Speaking and Listening

Writing ability is promoted by providing opportunities for self expression, as well as by teaching specific genres. Opportunities to write from experience are central to our teaching. Whenever possible, writing stems from practical activities e.g. teaching on writing instructions may begin with making something in art or by carrying out a scientific experiment. Teachers also explicitly teach grammar, spelling techniques and handwriting (following the PenPals for handwriting scheme). Children are introduced to many forms of literature and poetry and are encouraged to develop speaking and listening skills through discussion, debate and drama. All children participate in performances in front of large audiences, including a class assembly and through the annual Class 1 Autumn Show, Class 2 nativity play, Class 3 and 4 Class Assemblies or the Class 5 end of year performance.

See Appendix 1 for guidance on setting out work in English

See Appendix 4 for guidance on the teaching of Handwriting

See Appendix 5 for guidance on the teaching of Spelling

Mathematics

Learning in Mathematics is based on the philosophy and expectations of the National Curriculum, the Mathematics elements of the Foundation Stage Curriculum. Each child is assessed continuously against the National Curriculum Programmes of Study and their future work is dependent upon their achieving the appropriate level of understanding that they require.

During the Foundation Stage much of the work involves practical tasks, games and activities to build an understanding that Mathematics is involved with real things and part of the real world. Children learn to count by counting objects, manipulate numbers by dealing with objects and, as they are ready, begin to understand that numbers can be used to represent the group of objects. Sequences and patterns and an understanding of shape and position all start in similar ways. As children progress through the school they will be given more demanding challenges according to their level of ability. Mental mathematical skills and the ability to solve problems in a 'real life' context are given particular importance.

We are always keen that children are encouraged at home to develop their skills and any efforts made to encourage and develop these areas in particular will be of great benefit to each child's progress.

See Appendix 2 for guidance on setting out work in Mathematics

Computing

Discreet Computing skills are taught, however this teaching is contextualised whenever possible. Computing skills will be used across the curriculum to enhance pupils' learning. Our safe Google G-Suite environment provides pupils with access to the latest toolsets to collaborate and communicate.

Safe use of technology is addressed through our work in PSHE (Staying Safe resources).

Our safeguarding section of the school website has a range of resources that support pupils in school and outside: [Safeguarding section](#)

Science

Science is a body of knowledge built up through experimental testing of ideas. Scientific enquiry is at the heart of our offer and we ensure that our principles guide our work. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of learning that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. Our emphasis is on practical, investigative activities which enable children to develop

skills of enquiry. Where the topic does not lend itself, discrete lessons are taught to ensure the full range of National Curriculum objectives is covered.

Children in the Foundation stage are taught the science elements of the Foundation Stage through the Early-Learning Curriculum: Knowledge and Understanding of the World.

History / Geography / Art and Design / Design and Technology

At Great Abington all are now following a 4 year cycle. Foundation stage supplement this where appropriate with seasonal events and learning linked to the children's interests.

Languages

At Great Abington Primary School Key Stage 2 pupils study an ancient language (Latin) with the focus being to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Our pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages supports the study of modern languages at key stage 3.

In Key Stage 1, children are made aware that not everyone speaks the same language. Languages other than English spoken by class members are celebrated. When relevant, languages other than English are introduced through links to topic work. When possible, some discrete language teaching takes place.

Music

In music we aim to offer children opportunities to listen, appraise, compose & perform. Teaching is linked to topic work whenever possible. We use specialist teachers to deliver the KS2 curriculum across the year using instruments and a longer study on Samba drumming; beginning in the latter part of the autumn term

Musical opportunities are available to all children; there are opportunities to perform music throughout the year in class assemblies, the C2 nativity and the C5 end of year performance. Children also have opportunities to listen to live music from visiting professionals and/or music teachers. Children can attend extra curricular clubs such as the school choir and ensemble work with Cambridge Music Service. Private instrument tuition on woodwind, string, brass & percussion instruments are available at a charge. We have a range of woodwind instruments that can be loaned out to pupils. Financial assistance is available for families in receipt of the Pupil Premium.

Physical Education

PE is taught in class groups and supported through our sports assistant role. As an active member of the South Cambridgeshire Schools Sports Partnership, we ensure that children in years 1 to 6 take part in tournaments against other schools in the locality. The school has a small learner pool, which is used during Summer Half-Term 2.

Religious Education

Learning in RE is based on the Cambridgeshire Agreed Syllabus (2018 - 2023). RE is taught through whole class teaching in identified weekly sessions. The different religions to be covered over the key stages are mapped out in the rolling programmes for KS1 and KS2. Where appropriate, units of work may sometimes be blocked together, especially when links are made to topic work. The time allocations for RE are as follows; Key Stage 1: 36 hours per year, Key Stage Two: 45 hours per year. In the Foundation Stage a reasonable amount of time should be allocated to RE. 'Reasonable' may be estimated by reference to the Key Stage allocations.

Personal, Social, Health, Education / Values Education

PSHE is addressed through a progressive programme based on the Cambridgeshire Scheme of Work for PSHE – the Primary Development Programme. It is closely linked with our underlying principles of Values Education. All children receive weekly, discrete teaching in PSHE and Values

Education. Assemblies lead and reinforce our teaching in this area. We ask all teachers and adults leading any activities within school to incorporate our teaching in Values Education. Parents/carers are encouraged to reinforce our values at home and regular information is sent home to enable this to happen. They are also regularly invited to attend school assemblies. Provision is also made to incorporate Social and Emotional Aspects of Learning (SEAL), “Staying Safe” and Relationships and Sex Education.

To promote opportunities for children to work and socialise with children from other year groups, all pupils and staff are a member of a School Family (Moles, Badgers, Foxes, Rabbits, and Squirrels). Family groups meet at least twice each half term to discuss agenda items for the school council. Our Year 6 pupils form our school council. The school council meets twice each half term and gathers the views across the school through the family group system. Their views are sought on all important school issues e.g. members of the school council interview potential staff members.

Role of Governors

Our governors support, monitor and review learning and teaching. In particular they:

- Provide ambitious leadership for all pupils and staff
- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are effective in supporting successful learning and teaching
- Monitor teaching in the light of health and safety regulations through visiting the school
- Monitor how effective learning and teaching strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of learning and teaching strategies through the school self-evaluation and review processes. These include the headteacher’s reports to governors and reports to governor committees

Role of Parents / Carers

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children’s learning and confidence at school. In the autumn and spring terms, parents’ consultation meetings with teachers are held to discuss progress and strategies for further improvement. The school sends information to parents at the start of the school term about the work children will be carrying out, usually based around a topic theme. This enables parents/carers to provide further opportunities for learning, through activities linked to the topic. Information about homework is also sent.

As children begin at Great Abington Primary School they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in the Reception class. Parents are provided with important information and meet with the Headteacher, as well as their child’s class teacher. Parents can share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

Parents receive a detailed school report in July. This outlines the child’s achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers. Parents are responsible for ensuring that children attend school regularly. Holidays during term time must be avoided as these interrupt the child’s progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone or email) so that we know that they are safe at home. Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups. All school helpers are required to undertake a safeguarding check with the police before starting work.

Appendices

Appendix 1 - Guidance for Setting out English (written) Work

Aim:

- to ensure consistency of expectations across the school
- to help promote and value work which is neatly and tidily presented

English

- **Aim on all work**- Ensure aim is discussed and explained to children and in books - most children write the aim in their books towards the end of Year 2.
- **Date** - our ideal, children should write the long date in English books and the short date in Maths when able to do so independently. However, teachers can use their discretion about whether this is appropriate for the child or the lesson. All children **MUST** have the date on all work.
- **Use of rubbers** - at the discretion of the teacher. When appropriate children should cross out neatly with a pencil. This is so that teachers can see the editing process.
- **Use of Pens** - professional judgement will be used by teachers to decide when pupils are ready as writers to use a pen in their writing.
 - As children move into Year 4 the expectation is that they will have gained the skills, knowledge and understanding of how to write fluently with a quality pen.

Handwriting (also refer to Handwriting Policy)

- We teach the *Cambridge PenPals* handwriting style.
- Class teachers to ensure that additional adults are aware of and teach children to use the *Cambridge PenPals* style.
- Once children have a fluent, joined style using *Cambridge PenPals*, they may develop a more individual style, however this must be used consistently across their writing.

Further Information

- Teachers work collaboratively to ensure consistency between same Year Groups in different classes.
- Ensure front covers of books detail the child's name and year group accurately.
- We will use plastic book covers to preserve books and instil a feeling of pride in the children. Our books are working, real time resources and detail the learning journey.
- Never allow doodling on covers or inside exercise books.

Appendix 2 - Guidance for Setting out Mathematics Work

Aim:

- to ensure consistency of expectations across the school
- to help promote and value work which is neatly and tidily presented

Setting out of work

- If an exercise book has been passed on to a new class then the new class details should be added to the front cover.
- Children are to work neatly in pencil.
- Short date is to be written on the right hand side of the page and the aim on the following line.
- One digit per square for calculations.
- Children put the question number if relevant followed by a dot in the same square. Then leave a square before starting work.
- Children can put a single neat line through mistakes.
- Exceptions are to be made for class 1.
- Teachers stress the importance of showing first workings.

Appendix 3 - Display

The school believes that the purpose of display is to support pupils' learning. We make use of Learning Walls to support learning and teaching. Our displays also help to support learning in the following ways:

Engaging pupils in learning – ownership by the pupils

- Interactive display
- Asking questions
- Exciting, challenging ideas
- Celebrating quality texts?
- Fresh / relevant to current topics & themes
- Criteria for success

Enabling learning to take place

- Key vocabulary
- Number lines
- Conjunctions / Adverbs etc
- Time-lines
- Clocks
- Place value cards
- White boards (interactive and write-on)
- Number squares
- High frequency words
- Table squares
- Maps / globes
- Basic resources – e.g. scissors, glue, paper of different sorts

Keeping what is learnt in mind

- Key vocabulary
- Flip charts
- Mind-map links
- Key ideas
- Science enquiry types
- Learning objectives/success criteria visible and clear

Celebrating success

- Displaying good work throughout the school
- Displaying names of pupils who show our school Values

Raising expectations

- Learning aims
- Agreed Class rules
- School values

Clarifying routines

- Timetables
- Access to labelled resources
- Visual Activity Cues and Visual Timetables

Encouraging independence

- Access to resources
- Strategies for self-help
- Reference materials

Class responsibilities, rotas etc.

Inclusive classrooms

Multicultural content wherever possible

Access to the curriculum for all children whatever their strengths or disabilities

Gender role models

Pupil ownership

Appendix 4 - Handwriting Guidance

Aim:

- To support each child to develop a handwriting style which is clear, joined, legible and individual

The importance of handwriting to the curriculum

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. The correct formation of all letters needs to become automatic and may require a lot of practice. In order for this to occur, handwriting is taught in ways that enhance fluency and legibility.

We encourage children to take pride in the presentation of their written work, but also to make them aware that different degrees of neatness may be appropriate for different tasks. They are helped to see that there is a balance between speed and legibility which is dependent on the purpose of writing: the product or the final draft of a piece of writing, needing the greatest attention to handwriting skills. Although we have many opportunities to practice handwriting skills across the curriculum, we also provide regular lessons for teaching and revising these skills. The frequency and length of these lessons varies according to the age and competence of children.

Formal handwriting is taught through the use of the PENPALS scheme (Cambridge University Press), which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth.

Five stages are identified and these form the basic organisational structure of the scheme.

1. Readiness for writing: gross and fine motor skills leading to letter formation (Foundation)
2. Reinforcing letter formation and beginning to join (KS1)
3. Securing joins (Upper KS1/Lower KS2)
4. Practising speed and fluency (Lower KS2)
5. Presentation skills (Upper KS2)

Opportunities for linking handwriting with early phonics and spelling work are fully exploited through the PENPALS scheme.

Strategy for implementation

Handwriting is taught regularly throughout the week. Explicit teaching and practice of handwriting skills generally occur outside English lessons. Shared and guided writing during English Sessions provides many other opportunities for the modelling and monitoring of handwriting. The expectation is that handwriting will be explicitly taught and practised for 1 hour during the week in 3 or 4 short sessions.

Children should be allowed a few minutes each day to practise, simply concentrating on developing accuracy, fluency and speed without the distraction of spelling and composing text. As for all motor skills, long practice sessions spaced apart are much less productive than short and frequent sessions. Handwriting practice should be 'little and often', a few minutes at a time to practise a particular set of letters.

Handwriting should be modelled using the visualiser.

The role of the teacher:

- to follow the school policy to help each child develop legible and fluent handwriting;
- to provide direct teaching and accurate modelling;
- to provide resources and an environment which promotes good handwriting;
- to observe pupils, monitor progress and determine targets for development.
- to model appropriate handwriting to the children when using white boards, flip charts or marking books.

Continuity and Progression

The letter formation taught is a cursive style. This ensures an early transition to joined writing. Continuity of style is ensured through the use of the PENPALS handwriting scheme. Once children are able to form letters correctly, line guides should be provided when children are writing on plain paper to help develop uniformity of size and the correct position of the letters. Wide or narrow lines are used according to the child's needs and at the teacher's discretion. Teaching includes presentational features such as margins, dates, underlined headings and how to cross out with one straight line (the use of rubbers is discouraged).

Posture

Developing a good posture is as important as developing a good pencil grip. Correct posture is taught in line with the guidelines in the handwriting scheme. Children will be able to sustain writing for longer if they become used to sitting comfortably.

- Ensure that they have a good pencil grip
- Ensure feet are flat on the floor
- Children should be sitting up with their bottoms pushed into the back of their chairs
- The lighting should be good, so that the children can see what they have written
- Children should have a direct view of the teacher/board
- Children should use their non-writing hand to steady the paper and bear some body-weight
- The paper should be tilted slightly

Foundation Stage

The emphasis at this stage is with movement. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. At this stage the correct formation of letters is stressed. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist and unless these habits are 'unlearned' it will be very difficult for them to learn a fluent, joined hand. To encourage correct letter formation a 'pattern' is used to aid memory eg. 'a'- all the way round, down and flick.

Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are developed through bead threading, play dough modelling, finger painting etc. Pencil control is developed through tracing, pattern copying etc.

Suggested activities to develop gross and fine motor skills

- Tracing in wet sand
- Painting using thick brushes (water on playground/wall)
- Pegboard patterns
- Sewing and weaving activities
- Cutting out
- Whiteboard work
- Draw letters on backs/different textures e.g. carpet, sandpaper
- Jelly letters
- Letter formation is practised and the link to the phonic sound is made. Shape families are used to introduce the letters of the alphabet and are sorted into 4 main movement groups. The four groups are:
 - Long ladder letters-down and off in another direction, exemplified by the letter l :letters y,i, j,l,t, u;
 - One armed robot-down and retrace upwards, exemplified by the letter r:letters b,h,k, m,n,p,r; (numbers 2,3,5 follow a clockwise direction);

- Curly caterpillar letters- anti-clockwise round, exemplified by the letter c (curly caterpillar): letters c,a,d,e,g,o,q,f,s; numbers: 0,6,8, 9;
- Zigzag letters: letters: v,w,x,z; numbers:1,4,7.

Key Stage 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Children move on to thin pencils when appropriate. Correct letter orientation, formation and proportion is taught in line with the PENPALS handwriting scheme. Basic joins are introduced as soon as children are secure in the movements of each letter. In Year 1 these joins are introduced with the phonic teaching e.g. ch this is taught as two letters one sound (a digraph) so it makes sense to write it as one unit. This continues in Year 2 and the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) are practised and letters that do not join are identified.

Years 3 and 4

In Year 3 the children consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. By the end of Year 3 joined handwriting should be used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. In Year 4 handwriting speed, fluency and legibility are built up through practice. It is anticipated that all children will be writing in pen by the end of Year 4.

Years 5 and 6

Years 5 and 6 are used to consolidate learning for those children who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years.

Inclusion

The vast majority of children are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in assess, plan, do and review documentation planning. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCO to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc.

Left handed pupils

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash
- Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.
- Left-handed children usually need to have the paper slightly to the left of the centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Ensure that a left handed writing mat is provided, if appropriate

Teachers are alert to the fact that it is more challenging for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate letter formation to left-handers on an individual or group basis, even if the resulting writing is not neat.

Resources

- PENPALS handwriting scheme
- Individual text books

Appendix 5 - Great Abington School Spelling Guidance

Introduction

At Great Abington School, we regard the teaching of phonics/spelling to be of high importance. Phonics/Spelling is taught from Foundation to Year 6 in a systematic and multi-sensory way.

Aims

- Children can confidently use a range of rules and conventions that they have been explicitly taught to spell unfamiliar words.

The Teaching of Phonics

Letters and Sounds

Letters and Sounds is designed to help practitioners and teachers to teach children how the alphabet works for reading and spelling. Systematic, high quality phonics teaching is essential and is needed for children to achieve the goal of reading. Letters and Sounds is designed as a time limited programme of phonics work aimed at securing fluent word recognition skills for reading by the end of Key Stage 1 and as an intervention in Key Stage Two.

Great Abington Primary has implemented the programme whereby five structured phases are followed broadly to accompany the Primary National Strategy's pace and progression. However, in Letters and Sounds the phases are deliberately porous so that no children are held back or unduly pressured to move on before they are equipped to do so.

Organisation of Phonics

Phonics is taught as a discrete lesson each day throughout the Foundation Stage and Key Stage One. In Key Stage Two it is used as an intervention for those who have not achieved age related expectations by the end of year two. 'CLLD Phonics at Key stage 2' is used to support those key stage 2 children that require additional support with spelling.

Foundation Stage

The children in the Foundation Stage have discrete phonics teaching input daily by teachers and practitioners. The sessions last up to twenty minutes. In the F2 unit there are also constant and enhanced activities within the environment for the children to access during independent learning. The activities have learning outcomes specifically planned from the Letters and Sounds Document. The national expectation is that 80% of children should be secure at phase 4 by the end of the Foundation Stage.

Key Stage One

The Key Stage One classrooms have displays for the children to 'apply' their knowledge from the taught sessions within literacy sessions.

The national expectation is that 85% of children will be secure at phase 5 by the end of year 1. Once children are secure at phase 5 they follow the Support for Spelling programme for Year 2.

Assessment and Monitoring

The foundation stage and Key Stage One use the website Phonics Play as a basis for their planning. This is broken up into each phase and has specific learning targets that the teachers plan, teach and assess from. All of these objectives and activities are fully supporting the Letters and Sounds document.

The children's phonic ability is assessed half termly and is recorded on the phonic tracking sheet used by the school. Hard copies are passed onto the Head teacher, LSL and the CLLD lead. Each summer Year 1 children take part in a phonic check. This is part of the statutory assessments for key stage 1. The results of the check are sent out with the end of year progress report. Parents have the opportunity to discuss the results at a parent consultation meeting. At the end of year 1 with

support from the SENCO the class teacher identifies precisely the needs of those children who did not achieve age related expectations so that a programme that meets the specific needs of the child is designed. This will avoid children repeating the whole of a phase. Children who require additional phonic support in year 2 will be retested in the summer term.

The Teaching of Spelling

This starts once the children are secure at phase 5 of Letters and Sounds. Teachers follow the Babcock 'No Nonsense Spelling' programme from Years 2 to 6. The focus is on the *teaching* of spelling, which embraces knowledge of spelling conventions (patterns and rules). Also integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

Five spelling sessions are taught over a two week period (except in Year 2 where spelling / phonics sessions are daily). Each lesson is approximately 15-20 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. The programme is located on Google Drive. Teachers plan opportunities for the spellings being taught in these sessions to be reinforced throughout the day. During spelling sessions, teachers make explicit the link with handwriting.

Within the sessions a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies that they find most effective for learning new words.

Home / School Support

Learning at home should be an extension of the practice in school. Strategies used in school to learn spellings are shared with parents and available on the school website so that children can continue to practise words using strategies that they find most effective. Parents will also be made aware of which spelling patterns and rules children are currently studying in class. Children will often complete spelling-related activities as part of their homework, for example, finding further examples of words that follow a particular pattern they have been studying or using words within sentences. We have a school subscription to the SpellingFrame online programme, that enables children to practise different spelling rules and complete targeted tests created by their teachers. Children are also encouraged to practise words from the statutory word lists that they are not yet confident in spelling.

Assessment and Monitoring

Teaching regularly includes assessment activities to identify if pupils have learnt the key concept taught, including through peer testing and dictation exercises. Children are also regularly assessed, usually termly, on their progress in learning words from the statutory word lists and on their overall spelling progress (using NFER termly tests).

Once spelling patterns and high frequency words have been taught, children are expected to apply their knowledge of these spellings in all of their writing.

Appendix 6 - Great Abington Primary School - Providing feedback

Aim:

- This policy is a statement of the principles and practice of the marking of children's work in the context of Assessment for Learning, which is characterised by using evidence and giving feedback. By adopting the strategy of Assessment for Learning staff ensure that children's work is only marked against a given aim and with given criteria for success. Children will know what the aim of the piece of work was and what the teacher is looking for. Children also have personal targets for improvement in different subject areas. They know that the teacher is making judgements about their progress to reach their target.

The marking policy has been developed by staff to ensure consistency across the school and to ensure that pupils and their parents can be supported to understand the role that marking of work has in helping children to achieve high standards.

Children present work in a variety of forms and styles which vary between curriculum areas. Staff mark work to:

- indicate that pupils work has been assessed and achievement recorded
- inform them of the pupil's achievements, helping them to plan the next steps of learning.
- ensure that consistent approaches are used by all staff working with the same child
- be a source of information for parents
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Strategies for teaching staff

There will be variations in marking procedures according to the curriculum area, age of child and the type of task performed. However, the following principles of good marking or annotation of children's work should be aimed for:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child using the PENPALS Handwriting cursive style
- Provide information for the teacher on the success of the teaching
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Ensure children can actively demonstrate understanding of targets set
- Be consistent across all subjects
- Make links to previous work where possible.
- Encourage children to proofread and check each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation.
- Plan for and give children time to respond to marking by editing a section of work, make amendments or extend a piece of work.

Shared marking in plenary perhaps using a sample of child's work which addresses specific points related to learning objectives and intentions.

- be carried out swiftly after completion of the task and whenever possible with the child present, especially with the younger children

- comments and ticks should relate to the aim of the task and the success criteria; and to the children's personal targets and wherever possible should indicate how to improve, or what comes next
- children should regularly be given an opportunity to read comments and to use them as teaching points having another go to achieve success
- children should always be praised when they have tried and when they have been successful. Their success should be shared, especially if they have achieved personal targets
- a score or grade may be given for spelling tests, mental arithmetic or similar, in which case the child should know in advance what is expected of them and how to improve on the score / grade e.g. by practising at home / using online resources within school.
- a level grading may be given for assessed pieces of work as the children get into upper KS2; at all times the children would be told what they need to do to achieve a higher level.
- Key Stage leaders and subject leaders are responsible for informing new members of staff of procedures and should support colleagues in the application of this policy

All teachers will adhere to the above principles and:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teachers expectations

Ensure that assessment information informs further curriculum planning.

- instruct the Teacher Assistant to mark appropriately
- Use children's work as exemplars

Teaching Assistants

It is the responsibility of the Teacher Assistant to

- Mark as directed by the class teacher
- Mark in accordance with the policy
- Inform teachers of the children's progress when appropriate

Others (e.g. supply teachers)

- When somebody other than the class teacher has marked work, they will sign and date to indicate that they were responsible for the lesson.
- The class teacher will not be held accountable for the marking.
- It is the responsibility of the Senior Leadership Team to ensure that any supply teacher is familiar with the school's marking policy and expectations outlined in the policy.

Guidance on marking - Writing comments

The following is guidance to teachers on how to approach the writing of comments at the end of a piece of work. In Foundation Stage and Key Stage 1, it may be more appropriate to mark with the child and tell the comments rather than write them down. Some stamps and/or stickers may also be used.

Marking keys and editing

- **GREEN PEN SHALL BE USED FOR ALL MARKING**
- In addition, the following keys may help to speed up the process of effective marking.
- I can be used to indicate independent learning; similarly **1:1/2 Support** for adult support, or GR, GW or PR to indicate guided group or paired support.
- Spellings should be altered in the margin to the left next to the word at the discretion of the teacher with SP added above the word (i.e. it may be just HFW that are changed, or words specifically given in a word bank etc). **Either way the child should know the expectation**

- CAPS for missing or incorrect capital letter
- Sign of finger for missing finger space
- A dot or a question mark if missing or incorrectly used.
- // indicates a new paragraph is needed
- A wavy line under a word indicates an inappropriate or uninteresting word choice
- In maths, a dot may indicate a section of work that needs checking, (crosses are discouraged)
- ^ can represent a word or words missing
- Speech bubble indicates verbal feedback from teacher

In Foundation/Key Stage 1 the following are used:

“.” - large dot for missing full-stop

CAP – missing capital letter

Speech bubble indicates work has been discussed with teacher

Drawing of finger tip – indicates finger space is required

KS2

English word/sentence/comprehension work.

Comments are at the teacher's discretion and relate to the personal targets of the child and objectives/learning outcomes of the lesson.

English creative writing work.

Comments depend on the child's personal targets/objectives of the lesson/learning outcomes of the lesson/marking focus that week.

All Year Groups

Highlighters should be used to show the pupil their best section of work in relation to the success criteria and standards – this applies across all subjects, but is especially pertinent for aspects of literacy (be it Scientific or Topic based):

- **Yellow highlighted words/phrases/sections** indicate success according to evidence for statutory progression, against success criteria or any other accomplishment.
- **Green highlighted words/phrases/sections** indicate the child should improve, re-write, look at alternatives when the work is returned and opportunities for a re-write are provided
- The highlighted colours above should also be added to the relevant comments in the marking feedback; i.e. yellow for positives and green for improvement opportunities.
- When pupils self edit the class teacher will ensure that all are clear on the processes for that class. These will be clearly displayed in the classroom and where relevant in the individual books.

Maths

All work should be recognised positively, but at the teacher's discretion. Comments could also focus on ways to improve and be related to lesson/unit and individual objectives. Incorrect answers are marked with a dot.

Science

Independently produced written work/diagrams/pictorial work should be recognised positively, but at the teacher's discretion. Comments could also focus on ways to improve and be related to lesson/unit and individual objectives. In addition, Science is marked in line with current English statutory expectation guidelines as evidence of progression as appropriate

Other subjects

For other 'substantial' written work (e.g. i.e. ½ page or more of independent written work), teachers should follow the guidance for English work above.

Children and marking

- children should be seen as the audience for our marking
- children should be entitled to clear and fair assessment and understandable comments
- children should be involved wherever possible in the marking process, reviewing the criteria and the setting of targets. They need to know what they need to improve, what they need to do next and what the steps are.
- Peer marking is sometimes used in which case the children are trained in how to make positive comments alongside development points
- marking should always encourage improvement and extension, never simply comment on errors or shortcomings
- the children's work should be given the respect that it deserves

The teaching and learning policy has been updated by the senior leadership team in consultation with staff in September 2022.

The teaching and learning policy will be reviewed again in September 2023.