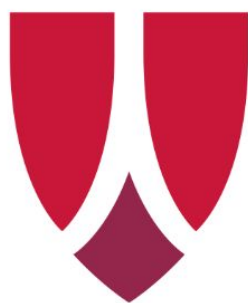


# Teaching and Learning

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**Clyst Hydon**  
Primary School

Love learning; love life!

2017 - 2018

## **The Clyst Hydon Teaching and Learning Strategy**

### **Key principles:**

- To guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- To promote consistency in the quality of teaching and the high expectations of teachers
- To ensure that all pupils have access to the same high quality of teaching and learning
- To ensure that all pupils progress and develop
- To ensure the best possible standards of pupil performance and learning
- To close the gaps between what pupils are able to do and what they need to be able to do
- To promote pupils' resilience, confidence and independence fostering a commitment to and engagement with lifelong learning.

### **At Clyst Hydon, high quality teaching is characterised by:**

- high staff morale based on time for professional development, planning and preparation
- expert subject knowledge
- high quality effective planning based on agreed Teaching Sequences and Long Term Curriculum Plans which are modified by assessment for learning and pupil data
- the effective development of the core skills of language, literacy, (including the development of vocabulary, the spoken word and reading and writing skills) numeracy and mathematics, IT, SMSC and Citizenship
- clear learning objectives and outcomes with well-planned and well-structured activities, connections to previous and future learning and with shared success criteria and modelled standards
- the use of innovative and creative strategies and resources to interest, encourage, support and challenge all pupils
- a deep-seated belief that all children can succeed and achieve
- a safe, non-judgemental, creative and stimulating learning environment
- the effective use of time which includes regular opportunities for pupils to develop speaking, listening and thinking skills
- the provision of a wide range of interesting extra-curricular activities
- teaching strategies that promote excellent standards of conduct and engagement in learning
- the effective use of teaching assistants in promoting pupil engagement, progress and independence
- engagement with parents including the provision of engaging, regular and purposeful homework to consolidate and extend skills, knowledge and understanding
- positive reinforcement and judicious use of praise as a reward and a motivator.

## **At Clyst Hydon, high quality learning is characterised by:**

- measurable and observable pupil progress in lessons and over time and the extent to which all groups/individuals make progress
- high quality pupil engagement and conduct
- pupils being able to talk about their learning and progress
- meaningful peer and self-assessment based on success criteria
- pupils being given time to improve pieces of work once they have been marked
- excellent standards of presentation in exercise books and folders and pupils showing pride in their work consistently across all their subjects
- engagement with homework
- the high quality relationships between pupils and teachers and between peers.

## **Assessment**

### **Key principles:**

**Assessment of Learning:** this provides information to a variety of audiences with the purpose of analysing data so pupil learning and progress can be tracked. This is reported to pupils, parents, subject leaders, the SIP, the Acting Head, governors and the Joint Management Partnership Committee and provides accountability and drives school improvement.

### **EYFS/KS1**

#### **Maths:**

Formative assessment carried out during day-to-day teaching determines which pupils need intervention and when the group are ready to move onto the next Teaching Sequence. Mastery materials and 'Progression In Reasoning' materials are used to assess maths understanding. Puma Maths tests are carried out termly just before /just after half-term- results are entered into Insight.

Termly teacher assessments are entered into Insight.

From January onwards, Year 2s are assessed using the Maths Interim Standards materials.

#### **English:**

**Spelling:** 5 words per week (taken from the DfE Appendix 1 of English curriculum) are given to year 1 and year 2 pupils for their Friday Spelling Quizzes. Scores are kept in a mark book.

**Phonics:** Letters and Sounds assessment sheets are used half-termly to assess Foundation and Year 1.

Error Analysis sheets are used to assess Year 2 on their use of phonics and spelling rules.

Pira Reading tests are carried out termly just before /just after half-term- results are entered into Insight.

Termly teacher assessments are entered into Insight for Reading and Writing.

From January onwards, Year 2s are assessed using the English Interim Standards materials for Reading and Writing.

#### **Science:**

Termly teacher assessments are entered into Insight.

**Early Years:**

On entry assessments are made within the first 2 weeks of school.

Coloured highlighting is used on the Development Matters A3 Pupil Sheets for sharing with Parents at Parents' Evening.

Termly teacher assessments are entered into Insight.

**Assessment Systems in Key Stage 2****Maths:**

Formative assessment is carried out whilst teaching on a daily basis. This informs the teacher's planning and next steps for the child's learning. It also highlights those children who are less secure in their learning and who would benefit from intervention in order to close the gap. Methods such as questioning, children traffic lighting their work, marking books, talking to children about their learning, 'Maths talk' and getting the child to reflect and say/record something about what they have learned in the lesson contributes to this process.

At the start of a sequence of work, an elicitation task is undertaken by all children and this informs the teacher about what the child already knows, identifies any misconceptions and gaps in their learning. It also informs the teacher's planning for the sequence of work. The 'Teaching for Mastery' and 'Progression in Reasoning' materials as well as the 'Children as evidence' document help to assess a child's Mathematical understanding during and at the end of a teaching sequence. Children who are not secure in their learning are noted and appropriate intervention is put in place.

The above evidence helps to inform the teacher to make a judgement as to whether or not the age related learning objectives have been achieved, when updating the online tracking system, Insight. This is done on a half- termly basis.

Termly teacher assessments are also entered into Insight and at the end of the summer term children are assessed against the Key Understandings for their appropriate year group from the document 'Children as evidence'.

From January onwards, Year 6 children are assessed against the statements for working at the expected standard using the 'Teacher assessment frameworks at the end of KS2'.

**English:**

**Writing:** The use of an elicitation task helps to identify the learning needs of the child and so the teaching sequence is adapted accordingly. Writing from the Invent stage is assessed against the WTS at Y5 and EXS/GDS at Y6 using the statements from the 'Teacher assessment frameworks at the end of KS2'.

**Spelling:** The Y3/4 and Y5/6 Statutory word lists form part of the Y5&6 spelling programme. Regular tests are carried out to identify words that need to be learned. These form part of a child's spelling list plus any curriculum words and words from the No Nonsense spelling programme. Marks from spelling tests are recorded in a mark book by the teacher.

Reading: Reading is assessed against the EXS at Y5/6 using the statements from the English reading framework, 'Teacher assessment frameworks at the end of KS2'.

Pira Reading tests, from Rising Stars, are carried out after the autumn half-term and at the end of the spring and summer terms. Results from these tests are up-loaded into Insight and question analysis is carried out to identify areas of weakness.

Termly teacher assessments are entered into Insight for Reading and Writing.

**Science:**

Formative assessment informs the teacher, who must assess both the child's scientific knowledge of the National Curriculum content and their ability to work scientifically.

A paper tracker sheet is used at the end of each unit to record how well each child has performed in that unit. This judgement is made against the NC statements that should have been mastered during the unit. Children not secure in their learning after a topic are recorded and monitored. Some immediate intervention may be necessary. Areas of weakness are recorded on the progression sheets. Those children working beyond the national standard are recorded so that the teacher ensures there is breadth and depth in a topic. Notes are also recorded on the progression sheets.

This evidence will help the teacher to make an overall judgement at the end of each term and at the end of the year to feed into 'Insight'.

Science: At Y5/6 Science is assessed against the working at expected standard statements for working scientifically and science content from the Science framework, 'Teacher assessment frameworks at the end of KS2'.

**Attitude to Learning Descriptors: this is reported annually to the pupils and the parents.**

<b>Engagement with learning</b>	
Inconsistent	You generally work well in class and are usually on task. You can work well with other pupils. You enjoy lessons and often, though not always, take pride in your work. Your teacher believes you are at risk of not attaining age related expectations.
Good	You work very well in class and are always on task. You work well with other pupils. You enjoy your lessons and take part in all suggested activities in lessons and at home. You take pride in your work. Your teacher believes you will attain age related expectations.
Exceptional	You are always on task. You often go beyond what the teacher has asked you to do in school and at home. Your contribution in all activities allows you to progress very quickly and contribute fully to all activities in the lesson. You are enthusiastic, well-motivated and fully engaged in lessons. The presentation of your work is a model to others. You use your initiative and persevere with challenging tasks. Your teacher believes you will exceed age related expectations.

Conduct	
Inconsistent	Your conduct doesn't usually disrupt teaching or learning. You often, although not always, bring the necessary equipment. You respond quickly to teacher intervention although it is rarely required.
Good	Your conduct doesn't disrupt teaching or learning. Your behaviour generally supports a productive working climate. You are usually well prepared to learn with all necessary equipment.
Exceptional	Your conduct is exemplary. You are a role model for other pupils. Your behaviour is an example of supporting a focussed and productive working environment. You are always well prepared to learn with all necessary equipment.

**Assessment for Learning:** for pupils, so that they understand their learning and how to make improvements; for teachers, so that they use the feedback from pupils to plan lessons. This can take the form of either written marking and/or verbal feedback and will vary by age group, subject and what works best for the pupil and teacher in relation to the learning process. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

### Marking and Feedback

#### Key principles:

- that teachers and pupils engage in meaningful and positive learning conversations.
- that assessment and marking (written and oral feedback) support pupils in their learning and enable teachers to plan good lessons that are effectively differentiated.
- that peer and self-assessment is planned carefully in order to be meaningful.
- that pupils are given adequate time to act upon the feedback given.
- that teachers should be constantly having dialogues with pupils about their work and how they can best improve.

We will be good when:

1. Elicitation tasks in English and Maths identify prior learning, highlight possible misconceptions and the Teaching Sequences identify key assessment points and are age appropriate.
2. Pupils are encouraged to assess work in purple pen before it is marked in green pen, thereby enabling directed feedback.
3. Teachers share success criteria with pupils and model the standards required.
4. Constructive feedback is given and time is given to pupils to respond to feedback (Purple Pen Time).
5. Praise is used judiciously as a reward and a motivator.
6. Our feedback helps to create a culture where pupils want to improve and excel.

7. Pupils show extremely high levels of presentation.
8. Quality feedback is given regularly and often.
9. Pupils develop their spelling, punctuation and grammar because of effective feedback on their literacy skills across all subjects.
10. Pupils' learning improves over time.

## **Reading, Writing and Communication**

### **Key principles:**

Clyst Hydon Primary School is committed to developing the literacy and oracy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects at age appropriate levels
- reading helps us to learn from sources beyond our immediate experience
- writing helps us to sustain and order thought
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- responding to higher order questions encourages the development of thinking skills and enquiry
- the ability to communicate is empowering
- improving literacy and oracy can have an impact on pupils' self-esteem, motivation and behaviour
- high standards of literacy and oracy allow pupils to learn independently

### **At Clyst Hydon Primary School, high quality literacy is characterised by:**

pupils who develop in confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate,
- listen with understanding and respond sensitively and appropriately.

pupils who enjoy reading, can use their reading to help them learn and who develop in confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts
- read widely and for pleasure across subject areas.

pupils who develop their confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- write coherently about a wide range of topics, issues, ideas and incidents, organising text in ways which help the reader
- craft their writing, showing an improved control of grammatical structure and of a differentiated vocabulary
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- know when and how to plan, draft, redraft and proof-read their work
- apply word processing conventions and understand the principles of authoring multi-media text.

## **Curriculum**

**Key principles:** to ensure that all pupils at Clyst Hydon Primary School achieve the highest standards of which they are capable. These standards will apply to all that our pupils do, whether in the classroom, on the sports field, in concert or on stage, or in the extensive range of other opportunities we offer to pupils at all stages of their education.

**At Clyst Hydon Primary School, our high quality curriculum is characterised by:**

- successful children, who enjoy learning, make progress from their starting points and achieve
- a narrowing of the gap to enable those not achieving age-related expectations to catch up with their peers
- pupils who achieve high standards and make the progress that their ability suggests
- pupils who are fascinated by the world around them
- an entitlement to a coherent, broad and balanced curriculum
- a balanced approach to religious education which is broadly Christian but respects and encompasses all major world faiths
- relevancy to our pupils and preparation for the here and now, for the next phase of their education, and for their future
- wide horizons and high aspirations
- pupils who are aware of, and engaged with, their local, national and international communities
- pupils who recognise that personal development is essential to wellbeing and success
- the ability for our pupils to make the relevant progression between each key stage particularly in the core areas of English, mathematics and Science
- imaginative, creative and reflective learners
- confident individuals who are able to live safe, healthy and fulfilling lives
- socially responsible young people who can interact with people of varying backgrounds and



cultures

- responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy, the rule of law and individual liberty
- positive contributors to our local community through school based and local activities
- pupils who are tolerant and respectful of those who have different faiths and beliefs

Central to our moral purpose is an ordered, tolerant and caring community that recognises the diverse talents and abilities of each individual. We aim to provide a secure and disciplined environment where staff and pupils can work together in pursuit of our common moral purpose. The aim is to develop a coherent EYFS - KS2 curriculum that helps them to become successful learners, confident individuals and responsible citizens. Our curriculum reflects values in our society that promote personal development, spirituality, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future. It will allow our pupils to be prepared for life in a culturally diverse modern Britain which holds British values at its heart. All our pupils, regardless of their gender, colour, creed, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad, balanced, relevant, differentiated and coherent and which enables continuity and progression. Every pupil will be expected to experience success.

### **Continuing Professional Learning**

Our CPL programme at Clyst Hydon Primary School aims to enable staff to achieve the highest standards of teaching and learning for our pupils and is aligned to our Strategic Improvement Plan, the appraisal process and pedagogical developments.

#### **At Clyst Hydon Primary School, high quality CPL is characterised by:**

- weekly staff meetings incorporating a team approach to the learning of all pupils
- 5 days of NPD sessions for all staff around a range of learning objectives and outcomes eg. English, Maths, effective marking and feedback, differentiation, effective questioning, standardising and moderating, regular safeguarding training, Prevent training, SEN/D CoP, feedback on lesson observations and work scrutinies, curriculum developments *inter alia*
- staff with identified areas for improvement will be fully supported with a monitored plan and provided with access to high quality professional learning and coaching with peers
- opportunities for peer observations
- regular opportunities to share good practice and high quality mutual support
- time for staff to further develop their practice through coaching
- opportunities to develop leadership skills through subject leader courses
- regular reflection of impact of CPL on pupil outcomes and the provision of value for money
- a robust and supportive appraisal process which is linked to TLR, UPS and personal professional learning
- professional, motivated and happy staff who feel valued members of the school community.

## **Behaviour for Learning**

### **Key principles:**

- That happy pupils, who are actively engaged in learning and enjoying the experience, are unlikely to misbehave
- That a positive, calm and purposeful atmosphere in the classroom is key to good discipline and this climate is created by both teachers and pupils
- That positive reinforcement works best so we praise the behaviours we do want
- That we explain the rules and routines and why they are important
- That we enable pupils to take responsibility for their own behaviour and to become independent learners
- That we give pupils choices to encourage positive decision making
- That we positively encourage and reward good behaviour
- That we discourage and eliminate disruptive behaviour
- That we always use respectful restorative language and approach pupils in a friendly manner applying firm but fair strategies for tackling challenging behaviours.

### **At Clyst Hydon Primary School, excellent conduct is characterised by:**

- all members of the community feeling safe
- all members of the community being treated with respect and dignity and respected
- respect for the right of all pupils to learn and the acknowledgement of the responsibility pupils have to enable that to happen
- a safe, caring and orderly environment in which effective learning takes place
- mutual respect between all members of the school community
- self-disciplined pupils who accept responsibility for their actions
- high self- esteem which is promoted by appropriate praise, rewards and celebration,
- excellent conduct within the school in lessons and around the site and which is the shared responsibility of every member of the community.

### **Role of the teacher and the teaching assistants**

**Key principles:** to support and nurture our pupils and make them feel valued members of the school community as an individual and as a member of a class.

### **At Clyst Hydon, our high quality pastoral system is characterised by:**

- effective teachers who are first point of contact for parents
- effective teachers who are first point of regular contact at school for pupils
- a welcome environment at the start of the day
- high expectations of conduct, care and personal responsibility
- well-established routines and systems
- a relevant and engaging Citizenship and SMSC curriculum
- inspiring assemblies

- accurate and timely taking of the morning and afternoon register
- very good attendance and high quality discussions with pupils whose attendance is low
- pupils who are ready for learning – with correct uniform, equipment, attitude and planner
- a teacher who is a role model and demonstrates high standards of courtesy
- a caring and supportive environment
- high quality teachers who regularly discuss progress with pupils and have an overview of achievement and behaviour through analysis of data
- high levels of participation in wider school life
- high quality provision of PSHE, Citizenship which is targeted, age-specific and has progression
- excellent communication.

### **Monitoring, Evaluation and Review**

#### **Key Principles:**

The staff and governing board are committed to raising standards, establishing high expectations and promoting high quality, inspirational teaching and exceptional learning. All members of the school community will be involved in the process of monitoring and evaluating the work of the school, the progress towards achieving the key priorities in the School Improvement Plan and the co-operative values of our community. MER is part of a planned process involving a range of people over the course of an academic and financial year. It is a shared enterprise; collecting and interpreting a wide range of data, and celebrating success and progress. The MER process provides a valuable insight into the strengths and areas for improvement of pupils, individual staff, departments, SLT and the extended leadership team for a wide variety of audiences.

#### **At Clyst Hydon Primary School, effective MER is characterised by;**

- Mutually respectful professional dialogue in an open and honest culture
- Regular celebration of the school's successes
- Consistent application of agreed policies
- Detailed and regular self-evaluation opportunities
- Regular line management and appraisal review meetings to offer support and challenge
- Well-informed governors who are critical friends and know accurately all aspects of the school's current strengths and areas for improvement
- A well-informed School Improvement Partner who challenges and supports the work of the Acting Headteacher, SLs in achieving the key priorities of the Strategic Improvement Plan
- High quality lesson visits three times a year with an emphasis on coaching and professional dialogue which aims to share exemplary practice.
- Regular Learning Walks
- Three shared book looks
- Half termly RAG rating of Strategic Improvement Plan
- Half termly reporting to the FGB and to the Joint Management Partnership Committee
- Regular feedback from parents and pupils at key points in the year
- Regular monitoring of the budget
- Regular monitoring of curriculum planning that is linked to budget and pupil numbers

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@TeacherToolkit

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'Making Every Lesson Count' by Shaun Allison and Andy Tharby

'Reading Reconsidered' by Lemov, Driggs and Woolway