



**New City Primary School
Learning & Teaching Policy**

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Policy Creation and Review

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New City Primary School

Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all learning and teaching at New City Primary School.

1. School Vision
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
6. Assessment and Feedback
7. Target Setting
8. Monitoring, review and sharing effective practice

1. School Vision

Purpose (Intent)

The purpose of our curriculum at New City Primary School is to ensure that all our children are prepared learners for the 21st Century and are responsible global citizens. Our curriculum will introduce our children to the essential knowledge; skills and understanding that will help them develop a love for their lifelong learning. We want our children to be confident, resilient and independent learners and ensure that they have an appreciation of their own place in the wider world.

At New City we want our children to be proud and passionate about their learning and have a desire to be successful within and beyond the school day. Our curriculum is designed to provide an outline of core knowledge around which our teachers can develop exciting and stimulating lessons to promote the development of children's knowledge, understanding and skills as part of the wider school curriculum.

Aims (Implementation)

- To deliver a curriculum that ensures that children develop their skills and knowledge progressively and enables children to communicate their understanding and what they remember both orally and in writing.
- To design sequences of learning in each subject that inspires, challenges and engages children through the use of a range of teaching strategies including: practical activities, hooks, resources, visits, outdoor learning, speakers, and workshops.
- To ensure the topics taught within the subject enable children to develop depth and breadth of understanding.
- To promote the New City curriculum within the local, national and international context and make explicit links to the world beyond the school gates.
- To ensure that the children are exposed to high level subject vocabulary and can articulate their understanding confidently using the correct terminology.
- To ensure the curriculum is accessible to all children through carefully planned and delivered lessons that is inclusive and ensures all children are able to succeed.
- To promote links across the curriculum to enable learning to be contextualised, exciting, creative and fun.

Outcomes (Impact)

Children are engaged and motivated about their learning at New City Primary School. They demonstrate a love and passion and are able to talk and write about their learning and how it links to the modern world confidently.

The enriched curriculum will have prepared the children for their transition to the next phase of their learning by equipping them with the skills of resilience, curiosity, independence and proactivity to ensure they continue to be successful.

2. School Expectations

We expect all pupils to follow the **5Cs**

- ❖ Care
- ❖ Courtesy
- ❖ Commitment
- ❖ Consideration
- ❖ Cooperation

- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- We expect pupils to make rapid and sustained progress in lessons
- We expect teachers to systematically check understanding, intervening when needed
- We expect pupils to be challenged and where appropriate individual needs to be met
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps

3. Teaching

We expect:

- Staff to have secure subject knowledge and understanding -when support is needed teachers can seek advice from Senior Leaders or subject leads
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective which is explained to the class
- That all lessons demonstrate key elements of good Assessment for Learning practice
- That activities are varied to ensure that children explore, develop and practice new skills/ concepts and meet the aims of the learning objective.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able as well as ensure all pupils consistently achieve highly, particularly the most disadvantaged and SEND pupils.
- That all staff have high expectations of presentation, quality and quantity of work
- TA's are fully involved and active in lessons
- That all staff are familiar with the New City Teaching Timeline and use it to guide practice (**see Appendix 1**)

4. Learning

We expect:

- Pupils provide high levels of engagement, commitment and cooperation within learning time
- Pupils respond well to teachers and lessons proceed without interruption
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress
- Work is sustained with a sense of commitment and enjoyment
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available
- Children are provided with the skills to evaluate and reflect on their own work and are encouraged to do this every lesson

5. Curriculum

Our curriculum is an ambitious curriculum that is designed to give all pupils, particularly disadvantaged pupils and those with SEND the knowledge and cultural capital they need to succeed in life. This is broad and balanced focusing on depth of learning and mastery of content. Our curriculum is designed to ensure that learning is sequenced and progressive across the year and across the school and embeds opportunities for PSHE and SMSC. The work given to pupils is demanding and matches the aims of our curriculum stated above to ensure that pupils gain knowledge cumulatively. We use a range of resources to support our curriculum:

Planning

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Newham Agreed Syllabus for Religious Education
- The National Curriculum for computing is currently supported by the 'Rising Stars' scheme
- Schemes are also used to support work in Maths (Maths No Problem)
- Jolly phonics and Letters and Sounds to support the planning and delivery of phonics **Long Term Planning**
- Our 'Whole School Curriculum Overview' plots the content covered from Nursery to Year 6 for each individual year group and each curriculum area, this is broken down carefully and opportunities to promote mastery are available throughout
- The Overview ensures balance and progression across the school and identifies cross curricular links and opportunities for educational visits

Medium Term Planning

- Subject Leaders prepare medium term plans which further support teachers in the delivery of the curriculum.

Short Term Planning

- Teachers are responsible for producing weekly plans. Teachers are encouraged to work with year group

partners and other stakeholders to ensure that planning is relevant to the children in their class.

- Teachers are expected to adapt their planning/ lesson flipcharts to address any misconceptions from previous lessons
- Assessments inform areas which need further input
- SLT and curriculum leads regularly monitor, give feedback and support teachers' planning

Homework

As a school, we believe that homework instils good learning habits for life. It allows children to consolidate skills learnt in class; particularly in English and Maths as well as engaging and informing parents about children's current learning.

Homework is a daily requirement across the school and is set accordingly to phase groups and where appropriate for children with specific additional/ special education needs.

Please refer to the New City Homework Guidance document

Remote Learning (in the event of school closure)

During emergency closure or due to unprecedented circumstances, support to encourage continued learning from home will be accessed primarily online via our school website:

<https://www.newcity.boleyntrust.org/information-for-parents/remote-learning-from-home>

In the event of a 'school closure' or your child having to possibly self-isolate, where possible, we do still expect our pupils to engage in learning every day.

Whilst being encouraged to read daily, suggested timetables, activities, and online resources alongside useful guides and policies will be made available to support children's learning from home.

As most learning will be accessed online, online safety is paramount (refer to online learning safety in our Computing and Safeguarding policy).

Digital devices can also be requested if needed. These will be assessed on a case by case basis.

For those families with no access to the internet, connectivity can be made possible where possible and home learning packs can be organised as requested and appropriate, but these will be dealt with on a case by case basis.

For additional information regarding remote learning please also refer to the following documents:

- The remote Learning Policy
- The remote Learning Strategy
- Computing Policy
- Safeguarding Policy
- FAQ for parents

All of which can be located on our school website: <https://www.newcity.boleyntrust.org/>

Reading

As a school we believe that the teaching of reading skills across the school and across the curriculum is of high importance. In order to deliver this, it is expected that:

- Reading is prioritised across the school to allow pupils access to the full curriculum offer.
- A culture of 'Pleasure for Reading' is encouraged and cultivated
- Each class has a reading area
- The school library is the focal point for the pupils and their families
- Reading is assessed to identify barriers to reading
- All pupils in KS1 and 2 take a reading book home that is changed weekly and reading logs are maintained.
- Enjoyment of reading is portrayed across the school through events, activities and day to day lesson
- Early reading is taught to ensure pupils use their phonics skills effectively to decode words
- Phonics skills are used across the school to ensure all pupils can decode words
- All subject leads ensure there are opportunities to read in their subjects and provide the key vocabulary to develop confidence and competence across the curriculum

Mathematics

Mathematic lessons planned and taught will promote the elements of fluency, problem solving and reasoning to children achieve mastery. Mathematics is taught using the Singapore approach. It is taught sequentially across the school to ensure that pupils are able to apply their mathematical knowledge, concepts and procedures in their day to day.

At New City, we have adopted elements of the Singapore approach methods of teaching in order to embed the fundamental mathematical skills we want our Learners to achieve. The Concrete-Pictorial-Abstract (CPA) approach supports such learning, alongside embedding key skills required to achieve a mathematics mastery curriculum.

6. Assessment

As demonstrated from the teaching timeline, assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the on-going process of Assessment for Learning (AFL).

Assessment for Learning (AFL):

All lessons should contain these AFL elements:

At the planning stage

- Use assessments from the last lesson assessment related to success criteria -are children secure with their learning/ require reinforcement/ Peer / self-assessment
- Generate open ended questions, differentiated to assess understanding of the more able to provide further challenge in next lesson during plenary
- Use information from marking - responses from children to teacher's comments

During the introduction

- If appropriate, spend time re-visiting feedback from the last lesson taught and/or the last piece of work marked
- Recap on previous learning - what did you learn in our last lesson? How will you create sticky knowledge?
- Share LO for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - older children can generate their own — what will make this a good

piece of work? How will know I have been successful in this lesson?

- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Identify in the planning a single focus group to work with for the duration of the main activity - (Rotate this between groups during the week)
- Use mini plenaries for example to revisit LO and Success Criteria to share a good example- have they achieved all elements of the learning objective? Address misconceptions promptly with targeted pupils
- Use 'in the moment' marking to move learners on by discussing with them their next steps - ensure at all times that the success criteria for the lesson is being met
- Consider extension activities for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus group

Plenary

- Revisit LO and Success criteria — what have we been learning about today? Have we achieved all the success criteria?
- Peer/ self- assessed work against success criteria — make an improvement or address mistakes
- Visual signs e.g. use of thumbs up / thumbs down
- Use of Talk Partners

Feedback through Marking:

At New City, we believe that the marking of pupils' work should provide excellent opportunities to ensure that pupils are well motivated, have good self-esteem and clear direction. Marking allows pupils to see the quality of their work and gives clear guidance for improvement and recognition of excellence. It is a powerful assessment tool and provides a diagnostic analysis of the level of the pupils' understanding and achievements.

It is essential that marking is POSITIVE - when the work reflects the child's best attempt, honest, up-to date and consistent. Teachers need to mark against specific learning intentions and provide guidance on how pupils can be moved on to the next stage of development. Pupils should be given the opportunity to reflect upon the marking, respond to the comments and correct their work as part of the process.

Procedures and non-negotiables:

- The school has explicit rules that apply to all pieces of work (e.g. the date and the title must be underlined at the top of the page) and teachers will not accept the work unless these rules have been followed.
- Work must be marked in red pen and teacher's comments should be presented to a high standard in line with the school's whole school handwriting approach.
- Gold stars are to be used as a motivational device.
- Avoid negative marking, e.g. large red crosses and damaging comments.
- Responding to marking by the child is incorporated daily into lessons and encouraged across the school

to aid with supporting, consolidating, accelerating and challenging learning. Children are expected to respond to teacher's marking and responses as appropriate using green pen in KS2 and pencil in KS1.

- Where appropriate children may mark his or her own or another child's work following the ground rules set. The teacher must always review this marking.
- Peer marking doesn't replace the marking by the teacher.
- For one-to-one feedback discussions (teacher to pupil) to be effective, sufficient mutual trust must be established. It is a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- Teachers will draw arrows in margins after giving feedback to a child so they are then given an opportunity to up-level and respond to the verbal feedback given to them
- Specific comments should relate to the learning intention for the work and closing the gap comments (explicitly linked to session success criteria) should be given as next steps
- Some work may be marked on effort and presentation but focused work needs to be marked in more depth. Pupils should be clear about the focus of the work through reference to success criteria and understand what they need to do in order to improve
- Teacher comments should be in neat, presentable, legible handwriting as well as spelt correctly, setting an example to the children of the school's high expectations
- Children should be given the opportunity to improve their work
- Significant achievements need to be noted, recorded and rewarded
- Marking in foundation subjects and Science should reflect conceptual understanding rather than only language skills - again with explicit reference to success criteria with next steps for improvement
- Comments which give little or no guidance should be avoided, e.g. 'good', 'pleasing'
- Children should be encouraged to read comments written by the teacher and reflect upon them for future improvement - time can be set aside in follow-up sessions and prove an effective time in which to address misconceptions
- Certain pieces of work may be moderated, in line with the school's assessment calendar - to inform the pupils of their level of achievement and what they need to move on
- At New City, when we are marking a piece of pupils' work, we should be looking at:
 - Content in line with the session's success criteria
 - Presentation in line with the school's handwriting style and overall neatness
 - Independent learning

Marking should always be in line with the learning objective and determined success criteria.

When marking, teachers must use their professional judgement with regard to how many mistakes should be correct for individual children. Recurring errors should always be corrected with saturated marking being avoided to prevent damage to pupil self-esteem.

There must never be queues at the teachers' desk for marking. This is a total waste of time for the teacher and the children.

Aims:

We mark children's work and offer feedback in order to:

- Show that we value their work and have high expectations;
- Boost their self-esteem and aspirations

- Give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations
- Assess their understanding, and identify any misconceptions
- Provide a basis both for summative and for formative assessment
- Provide the on-going assessment that should inform our future lesson planning
- Provide a good role model of Handwriting (XCCW JoinedPC64Sa)

Feedback can be verbal, written or peer assessed:

Oral and written feedback

- Oral feedback should be carried out as often as possible especially for younger children
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- An honest balance of positive praise and constructive ways forward has to be achieved.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way add oral comments made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Marking will be done before the next lesson in that subject where possible.

Peer and self-assessment

- Teachers should aim to promote children's self-assessment by linking marking and feedback to engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. For younger children, the more important it is that the feedback is oral and immediate.
- Feedback can be given through peer assessment.
- Children should always be given the opportunity to improve their work through self-analysis times at the end of the task or where appropriate.
- When children are self -assessing or reflecting on teacher's marking they should use pencil in KS1 and green pen in KS2

Intervention marking (In the Moment)

Intervention marking forms a pivotal part of AFL. The purpose of intervention marking should always aim to support, consolidate, accelerate and challenge.

Intervention marking...

- Ensures work for the children is challenging
- Supports children that are struggling
- Can inform the next lesson
- Should address misconceptions immediately
- Should be seen to have immediate impact
- Should be planned for (teachers can only offer tailored learning opportunities if variation, resources

- and challenges towards mastery are in place - intervention marking simply points to the next step).
- Should allow for some degree of flexibility
- Is also verbal (Particularly in EYFS, and earlier stages of KS1)

Intervention marking should intervene to...

Aim:	Example:
Support	This could refer to use of resources e.g. <i>Good try. Use a number-line/counters/dienes to help you.</i> <i>It will be easier if you write your numbers in squares like this.</i>
Consolidate	Not about giving another 10 questions. This is when a child may need a few more examples before he/she is ready to move on. The examples are tailored to the errors a child has made previously, after guidance has been given e.g. where zero is not being used correctly as a place holder. <i>A good try. Now try these and don't forget to use zero as your place holder.</i>
Accelerate	Through variation, lesson activities will be tiered and appropriately pitched to match the abilities in your class. Intervention marking may well just be moving the child on to the next tiered task. A comment might be: <i>Great! Now go on to question 6! Or Well done! Now try Red Chillies task!</i>
Challenge	This is a little different to simply moving the child onto the next tiered task. This is about turning the learning around and asking the children to put their learning into practice (working towards mastery!). <i>Good! How many ways can this be achieved?</i> <i>Great! How much change would you have if you had spent twice as much?</i>

Tracking Assessment at New City (Refer to Assessment guidance)

7. Target Setting

Ambitious targets are set for all year groups and teachers work towards their classes meeting the targets. Pupil progress meetings are held with class teachers and members of SLT once every half a term.

Each half term parents receive report cards which detail their child's progress, targets and next steps. An annual report is produced for parents in the spring term with parents evenings taking place once a term.

8. Monitoring and Review

Teaching and learning is monitored regularly by SLT and ELT by:

- The senior leadership team through teaching and learning observations
- The phase leaders during planned half termly book audits
- The subject leaders through planning and book audits
- Pupil Voice questionnaires and interviews

- Displays
- Parent questionnaires

This policy is updated on a regular basis, so that we can take account of the changing nature of our practice.

Please refer to the following policies:

- Assessment Guidance
- Homework Guidance
- English Policy
- Mathematics Policy
- EYFS Policy
- Curriculum overviews and medium term plan

Appendix 1

New City Teaching Timeline:

Intro 20 Mins	Introduce learning objective and success criteria	AFL Strategies Used Throughout (possible exit points for key groups, independent or with TA support)
	Direct teaching of new learning and Modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect)	
	Set out expectation for end of the session	
Main activity 30 mins	Children reflect on previous learning and marking	AFL Strategies used throughout
	At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups. Intervention marking identifies next steps and mastery.	
	Mini- Plenary used within independent learning time to: make connections /address misconceptions & refine/ rehearse	
Plenary 10 mins	Address success criteria and learning within groups- who has achieved?	AFL Strategies used

	Demonstrate depth when appropriate using application questions	throughout
	Teacher evaluation next step-Where do we go from here?	