Teaching and Learning Policy

Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'…let your light shine before others, that they may see your good deeds and glorify your father in heaven.' *Matthew 5:16*
'I thank you because I am awesomely made…' *Psalm 139:14*
'…I come that they may have life and have it to the full.' *John 10:10*

The school's motto aims to encompass all of this:

'Be Awesome! Shine Bright!'

Contents

Teaching and Learning at St Anne's-underlying principles and implementation	3
Effective teaching and awesome learning	6
Lesson Implementation	8
Presentation of Work	9
Assessment (formative, summative, process at St Anne's)	11
Feedforward	17
Learning environment (culture, displays, expectations)	21
Role of adults in learning	24
Intervention, SEND and Inclusion	24
Monitoring including subject leadership	25
Impact of Teaching and Learning at St Anne's	30

Teaching and Learning at St Anne's-underlying principles and implementation

At St Anne's CE Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who aspire to be the best they can be. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Our pupils are taught a rich, broad curriculum, which adheres to the National Curriculum, and a progression of skills they can apply throughout their lives.

Overarching principles:

- To develop an inclusive community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others

We aim to ensure that:

Children feel safe where there is a mutual respect, value and support for each other as learners

- Children feel confident to take risks
- Mistakes and errors are recognised as a learning opportunities
- Adults have high expectations of learning behaviour e.g. a positive attitude to learning, presentation of work, contributing, asking questions, responding to feedback
- A 'Can do' attitude is encouraged
- Adults establish positive working relationships with all children in the class
- All adults model learning and expected behaviour for the children.
- Children are treated fairly and with kindness and respect with encouragement, praise and rewards for all

NB: The above need to be actively taught and quickly established in Autumn term 1, then further developed and reinforced, throughout the year, involving the children at every stage.

Curriculum 'musts':

- Speaking & Listening: children should be expected to and reminded to speak and answer questions in full sentences.
- English: children should receive one lesson per day
- Maths: children should receive one lesson per day
- RE should be taught discreetly for at least one lesson per week (as a church school, Christian values are modelled and taught throughout the curriculum and school day).
- PE should be taught for two hours a week
- Science: equivalent of two hrs a week over a half term. Each unit starts with a 'WOW' launch. An introductory session to the theme should be carried out to create 'wow' moments and engage learners E.g. What do you know? What do you want to find out? Lessons to promote engagement and enthusiasm at the start of a unit of work
- Computing: taught discreetly with links made across subjects and through area of study for one hour per week

- Starting points for planning: NC Programmes of Study, class long term curriculum overviews, school curriculum, LPDS planning materials, PLAN Science, Charanga, SCARF, Language Angels
- No reliance on worksheets (minimal use)
- Opportunities for sharing work and success (eg. Facebook, celebration worship, class certificates, house points, sharing work with Headteacher and other classes, classroom boards)
- A curriculum to enthuse teachers to deliver with passion
- Communication about curriculum with parents (termly class newsletter, webpage, Facebook page, parent workshops)
- High expectations in the standard of work from children-linked to presentation of work section
- Displays should feature the current learning that is being taught in foundation subjects
- Working walls display learning aids for Maths and English. These should be created with children and used daily.
- Planning must be carried out for lessons to ensure sequenced and progressive learning is taking place. Planning may be using a scheme's planning, weekly plans that link to the class long term plans.

Planning learning and lesson delivery should carefully consider each of these:

- *Is the lesson planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points?*
- *Does the lesson/topic reflect the school's local context by addressing typical gaps in pupils' knowledge and skills?*
- *Is there high ambition for all pupils, ensuring that the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum?*
- *Does the curriculum take account of the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life, with the aim of addressing social disadvantage?*
- *Do teachers have expert knowledge of what they are teaching. If they do not, are they supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching?*
- *Do teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion?*
- *Do teachers check pupils' understanding effectively, and identify and correct misunderstandings?*
- *Do teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently?*
- *Are lessons designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory? Are they sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points?*
- *Are teachers using assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding (ie. not simply memorising disconnected facts)?*

Oracy

At St Anne's we recognise oracy which is the ability to speak, listen and communicate effectively as a core curriculum entitlement alongside reading, writing and mathematics. Strong spoken language underpins pupils' reading comprehension, vocabulary acquisition and writing: children who can say their ideas clearly are better able to plan, draft and edit written work, to participate in classroom reading activities and to access the full curriculum. Oracy is therefore planned for and used in every lesson.

Oracy is a visible part of lessons. Where appropriate the learning objective will make explicit the speaking and listening expectation, for example: Explain your reasoning clearly using full sentences or use subject vocabulary to present findings to your partner.

Pupils are expected to answer in full sentences whenever they are asked to explain, reason or justify, for example: I think… because… Teachers model full-sentence responses routinely and expect pupils to practise them.

Classroom talk is used intentionally to build vocabulary, scaffold reading comprehension and support writing composition. Speaking tasks are designed to prepare pupils for written outcomes, for example, talk for writing, talk for reading, talk for thinking.

What this looks like in classrooms:

- Lessons include short oral retrieval tasks or thinking time tasks e.g. tell your partner three things you remember from last lesson to build spoken recall and prepare for reading/writing.
- Use sentence stems and model answers on the working wall to support pupils to speak in full sentences and to use tiered vocabulary, for example: "The result shows…", "I infer that…", "I disagree because…"
- Structure deliberate opportunities for talk:
    - Think–Pair–Share sequences before independent writing or reading tasks.
    - ABC (Agree / Build / Challenge) or Talk Tactics to develop reasoning and challenge.
    - Short style oracy foci embedded into wider lessons (mini debates, quick presentations, partner explanations).
    - Oracy-rich starters in reading lessons (predictions, pros/cons, summarising aloud).
- Use low-stakes oral practice frequently: cold-calling, whiteboard explainers, mini-presentations, and short paired rehearsals before writing or answer-making.
- Link talk to reading and writing:
    - Reading: pupils practise summarising, predicting and explaining vocabulary aloud before writing or comprehension tasks.
    - Writing: planned oral rehearsal (telling the story/argument aloud using full sentences) is used as a drafting stage; pupils then transfer ideas into written form with reduced cognitive load.
    - Adults (teachers and teaching assistants) model high-quality talk, ask follow-up questions that deepen thinking, and use deliberate wait-time. Verbal feedback (V) is used to move learning on during talk tasks and is recorded in line with the school's Feedforward policy.

Assessment, monitoring and success criteria of Oracy

- Subject leaders will sample pupil voice and lesson evidence each half term to check that oracy is planned and used to support reading and writing (monitoring to link to the Teaching & Learning policy sections on working walls, formative assessment and feedforward).
- Success criteria in lessons will include one or two oracy-focused indicators, for example: "I used three subject words in full sentences" or "I explained my answer to a partner using reasons"
- Evidence of impact will be gathered through:
    - short pupil interviews (pupil voice) about their ability to explain and justify learning;
    - scrutiny of planning and working walls for explicit oracy prompts;
    - lesson observations and learning walks checking for use of full sentences, sentence stems and talk-for-writing/reading routines;
    - book evidence showing oral rehearsal informs improved structure and vocabulary in written work.

Effective Teaching and Awesome Learning

Effective Teaching

As a whole school we strive for the very best teaching and learning. Lessons should be planned and delivered using the following:

- Lessons are based on prior assessment of children's learning (i.e. what do they need to learn next?)
- Clear learning objective and success criteria where appropriate –worked examples – on working walls
- Clear formative assessment strategies
- Teacher questioning to ensure understanding, extend learning and address misconceptions
- Feedforward from adults is 'live' used effectively – adults circulating during the lesson to check learning is taking place and to address misconceptions
- Adults to have the required subject knowledge to deliver the lesson content
- Ensure balance of teacher talk versus children doing. Is there enough time for the child to achieve the outcome?
- ICT used to support and enhance learning where appropriate
- All adults have a clear role (they are planned for, know the children's targets, are able to question effectively, other adults feed back to the teacher)
- Children demonstrate ownership and responsibility for own learning and know how to move it forward. Use the 5 B's approach: brain, book, board, buddy, boss
- Ensure good pace of learning through engaging learning opportunities to suit different learning styles e.g. visual, auditory, kinaesthetic
- Teaching aims to ensure that children make progress in each lesson.
- Use a mixture of whole class teaching, group work and individual work (as suited to the learning), developing collaboration, listening skills, resilience, focus, problem-solving, cooperation, self-confidence.
- Mixed ability seating where appropriate

Awesome Learning

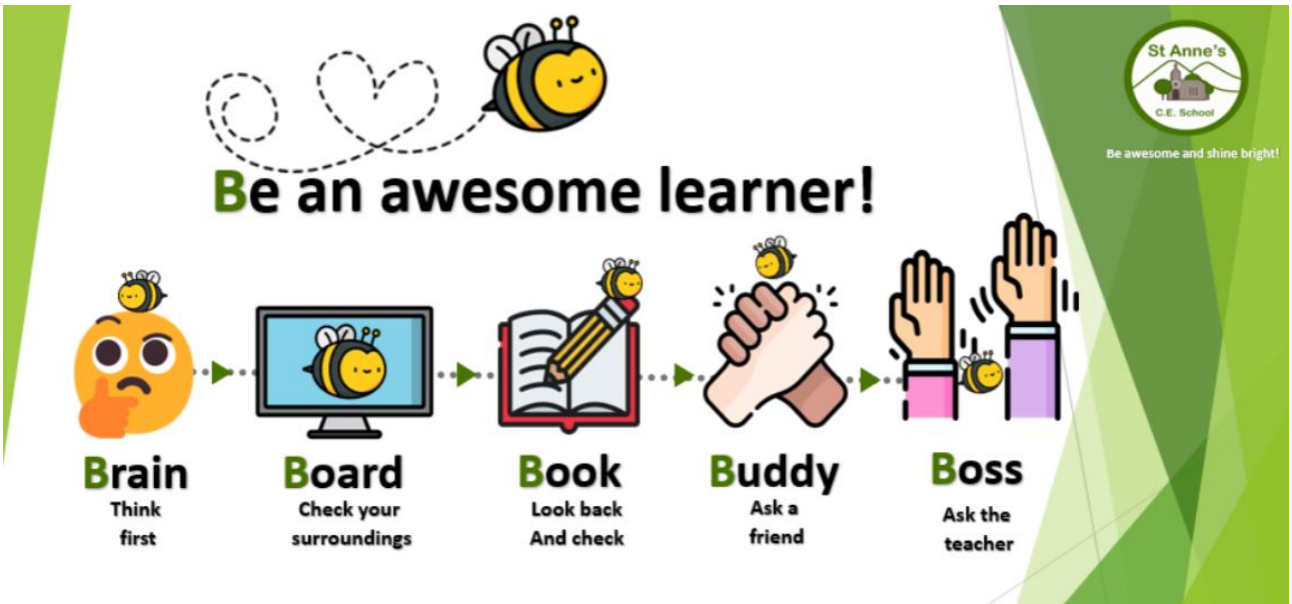
We recognise that children learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- guided group work
- paired work
- re teaches
- independent work
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

The use of the 5 B's is a strategy to empower children as independent learners and must be used daily.

Brain- children encouraged to think for themselves to see if they can solve their own query
Board – use working walls and learning aids on displays to help
Book – children are to look back through their exercise book to recap their learning from previous lessons
Buddy – children can ask a buddy to help them. Children taught not give their buddy the answer but to help
Boss – after using the previous four B's children can then ask an adult to help them with their query



Lesson Implementation

Learning Objectives

- Clear and focused based on learning not the task
- Displayed during the lesson for children and adults to see
- In each child's exercise book, a new page is to be used with the date and title being the 'learning objective '
- Discussed and explained to the children
- Based on prior attainment, knowledge and understanding
- Referred to when providing feedback

Success Criteria (if appropriate)

- Breaks down the learning taking place
- Include the steps or 'ingredients' the children need to be successful in their learning
- Are identified by the teacher during the planning process or with the pupils within the lesson
- Can be generated with the children during the lesson
- Are referred to during the lesson
- Can be used for feedback and next steps
- Maybe the lesson outcome e.g. a product in DT, a practised skill
- Worked examples

Reteach

- A time when pupils need to revisit or recap a learning concept. This can be in a smaller group, split teach or whole class.

Deeper Learning

- Opportunities for children to deepen their learning will be provided e.g. maths, big questions, quizzes**,** opportunity to apply learning in a different context

Plenary

- Times during and at the end of the lesson
- Reviews progress towards learning objective and success criteria
- Allows adults, and children, to address misconceptions, make improvements and add further challenge
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt
- May include children self-assessing their own learning
- Could be a way of recalling learning taken place during the lesson

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing formative assessment during the lesson
- Clearly models successful learning/the learning activity
- May generate success criteria
- Encourages independent learning
- Is flexible according to the learning taking place e.g. reteaches
- Follow an 'Input – activity – input – activity' sequence

Presentation of Work

We believe that children should present their work to the highest possible level of their capability. Learning to complete school exercises in an orderly, legible manner is part of every child's preparation for the world of work. The presentation of a child's work reflects that child's perception of an adult's expectation; therefore, we must set high standards. This policy demonstrates the expectations for the school, with due allowance for the age and stage of the children.

We expect children to:

- Set out the headings of their work in a discernible pattern;
- Use the correct script writing;
- Think about the general appearance of a book/worksheet;
- Take pride in their work.

Children must follow this approach when setting out their work:

Y3-Y6 follow 'DUMTUMS'. This is kept to the top left of a piece of work.

D ate
U underline
M iss a line
T itle (learning objective)
U nderline
M iss a line
S tart work

- In Y1 & Y2, DUMTUMS is modelled by adults.
- In Reception, those who are able to will be expected to begin to control letter size, write on lines and have expectations modelled by the adults working in the classroom.
- In Y1-Y6, a word form of the date should be used for English work.
- A numerical date should always be used for mathematics from Year 2.
- If the headings have been wrongly set out, in most cases an adult should rule off and the child must begin again underneath.

General layout

- Question numbers should be put in a circle.
- In English and Maths, the objective is the title.
- A new page is used for each new piece of work.
- In KS1, children are 'encouraged' to use 1 digit/symbol/character per square.
- In KS2, children are 'expected' to use 1 digit/symbol/character per square.

Presentation of Worksheets

When worksheets are used they must be folded in half neatly and then stuck into books on a clean page, portrait onto portrait page i.e. no paper flaps outside of the exercise books.

Use of pencil/pen

- If children have been awarded a pen licence, the teacher will state when this pen can be used and for which pieces of work.
- Pen must not be used for maths work.
- Children must use their purple pens to edit their work and respond to feedback.
- When labelling diagrams, lines must be drawn with a ruler and pencil; labelling can be done in pen.
- The only pens used for writing are purple pens (provided) for editing and responding to feedback and handwriting pens (provided) as and when licences are awarded.

Correcting errors

- As a general rule, children should not use rubbers independently.
- Written errors should be crossed out with one strikethrough, using a ruler when able to do so (Year 2 upwards).
- Erasing work can be done in conjunction with the teacher or teaching assistant, where discussion must take place to understand reasons/justify the erasing.
- Erasing work will happen minimally; children must learn that it is acceptable to make mistakes and that the teacher needs to see these to understand the child's misconception.

Consequences of poorly presented work

- Poor work may be scruffy or crumpled. It may be inappropriate if the child has not taken due account of the instructions. It may be unfinished through lack of effort or reflect the fact that an individual has underachieved. Work may also be incomplete as a result of inappropriate behaviour.
- In all these cases, the consequence is that the child will redo/complete the work. The amount expected and the time allowed is to be reflected in the age and stage of the child.
- A behaviour letter must be written in partnership with the child to demonstrate high expectations.
- In Years 3-6, if presentation standards are not improved and continually repeated, the child must take their work to show the Headteacher, where sanctions will be given.
- In Key Stage 1, if presentation standards are not improved and continually repeated, the child must take their work to show the Key Stage leader, where sanctions will be given.

Assessment

Overarching principles of assessment

- to provide information for target setting for individuals and groups
- to provide information to support progression in learning through planning
- to share learning goals with children
- to involve children with self and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress

to complete a critical self evaluation of the school

Formative Assessment
Formative assessment is ongoing assessment. It is the daily questions, feedback, discussions and observations that are taken throughout each day and week, to inform how a pupil's learning is progressing and where to go next in their learning journey.

At St Anne's we aim for our pupils to be independent, confident learning who are not afraid to make mistakes and are resilient in editing and improving their learning. This means we expect all children are active learners, contribute to their own learning and to participate in lessons.

Teachers use learning objectives and success criteria in each lesson. These are taken from the national curriculum. Teachers use different types of questionning to check all pupils' understanding. This is to ensure each child knows what they need to before moving on. Pupils may then have a reteach with a teacher, edit or redo their work, complete their learning in a different way.

Some examples of formative assessment are:
-Spontaneous quizzes or voting exercises
-Mind maps summarising what pupils know already on a topic
-Silent classroom polls
-Writing summary paragraphs on a topic
-Odd one out activities and explain their thinking
-Physical activities-playing games, talking to peers
-Creative exercises such as drawing or creating a collage
-Peer assessing work

In order to provide the correct learning culture for this type of assessment, teachers use a variety of strategies to aid learning. These can be used at different times and different lesson, not necessarily all in one lesson or one day.

Some examples are:
-No hands up to answer questions. Children are asked by an adult to answer.
-Children have talking tokens where they have so many times to speak so all children in the class are heard
-Using whiteboards to record answers. Teachers ask children to show their thinking on their whiteboard
-Using an A B C whole class or group approach. 'A' means a child agrees with the answer, 'B' means the child wants to build answer, 'C' means a child wants to challenge an answer. These options have actions to accompany them.

Formative Assessment Tookit

Questioning	Technology/Software/Websites	In Class	Activities/Games
-Hinge questions to assess how to proceed with the learning -Explain why you think that, type questions -Reteach after questioning if needed -Allow children time to think then respond -Use open and closed questions -Try that again but in a better way, type questions -Is that always, sometimes or never true? - Children: Think, pair, share *Ask what their partner said	-Learning By Questions (retrieval and applying practice) -Just Press Play (immersive experience) -Text to speech software -Use of visualisers -Randomiser for choosing names https://classroomscreen.com/ -Twinkl teaching PowerPoints often include a hinge question -Blooket https://www.blooket.com/ -Kahoot https://kahoot.com/home/kahoot-quiz-games/	-A B C = Agree, Build, Challenge -5 B's= Brain, Book, Board, Buddy, Boss -Live feedback in the lesson using updated feedforward policy -Using voice to quieten and calm classes -Whispering answers to children or to peer -Talk tokens-children can only speak according to the number of counters they have. All children have to sue them. -Phone a friend -Use of whiteboards. Low stakes answering. 'Show me' Stash / Flash' -No use of rubbers. Reward mistakes. -Thumbs up/down -Talk partners -Mixed ability seating -Working walls display current learning, modelled examples	-Cops and robbers *Singular task to see what they know *Follow up – recall round robin style -Odd one out Which is the odd one out? Why? -Exit tickets-children have to answer a question before leaving for play or lunch -Prove it podium *Use success criteria as the basis of what they need to prove *Feedback in pairs & ask for what their partner needed to work on/included
Examples -How did you come to that answer? -That is one way-is there a more efficient way? -Can you convince me? Can you provide it? Can you explain why?		**Stem sentences for A, B, C** A- I agree with…because….., The reason I agree is…….. B-I would like to build on….. point by……., The evidence suggests that….. C-I would like to challenge…..'s point because……, I disagree with …..point because…… **<u>'My friend says…' (leads to ABC well)</u>** *Agree – I agree because *Build – I would like to build on that because… *Challenges – I disagree/want to challenge that because…	

Questioning as part of formative assessment:

- Questions will be asked to assess learning
- Questions will be asked to challenge and deepen thinking and understanding
- Use of a hinge question after the main adult input before children begin their guided or independent task. At the point in the lesson, adults to adapt learning, reteaches or tasks according the children's responses.
- Questions will involve **all** the class (no 'hands-up' approach for majority of questions)

- A range of questioning will be used including:
    - ✓ open/closed
    - ✓ starting from the end
    - ✓ a range of answers
    - ✓ statement
    - ✓ opposing standpoint
    - ✓ odd one out
    - ✓ always/sometimes/never true
    - ✓ where did I go wrong?
- Talk partners will be used before responding to questions to engage all children and develop life skills of social interaction
- Children will be given opportunities to develop their own questioning
- Questioning prompts will be used (these may be displayed)
- Full answers will be asked for-full sentences
- Waiting time/thinking time will be given
- Some key questions should be planned

Summative Assessment

Summative assessment is a systematic part of our school's work which will be used to track each child in the school. Lancashire County Council's KLIPS and LAPs are tools used to help a teacher assess a child's learning and to track progress. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The regular reviewing of tracking data (through termly pupil progress meetings with the Headteacher) will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

The language that is us used for summative assessment is 'on track', 'not yet on track 'not on track'.

Above=the child is expected to exceed et age related expectation at the end of the year.

Expected= the child is expected to meet age related expectation at the end of the year.

Just Below= a child who is not yet on track to meet age related expectations but could do with intervention (1 term below ARE)

Well Below= a child who is not expected to meet age related expectation at the end of the year (2 terms below ARE or SEND, track using PIVATS)

At the end of each term, children's attainment data will be added to the school's assessment and reporting system 'Insight'. This data is then shared with subject leaders, governors and analysed by SLT.

Assessment Procedure

- Follow the school assessment schedule and update data on a regular basis (termly assessments provided to the Headteacher);
- Half termly assessment are completed using the end of unit assessment proforma.
- Use information to identify percentages of children working at each year group expectation within a cohort using above, expected, just below, well below language.
- Analyse the data and review targets for individuals and use the information to identify intervention groups (provision), including those pupils who are abler and those with special educational needs. All provision is to be logged and tracked on Insight.
- Work with colleagues to moderate and assess writing according to year group expectation every assessment cycle;
- Create provision maps for SEND and children working below age related expectations to ensure intervention to close gaps is planned for on Insight.

The headteacher will also:

- highlight pupils who are working below expectation and discuss these pupils on a termly basis with teachers;
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender and vulnerable children (including those eligible for Pupil Premium Funding);
- report to governors regarding the policy, statutory test results and targets.

Reporting to Parents

Formal reports to parents are produced in the Spring and Summer Term. These are sent using Insight and provide:-

- Comments on National Curriculum subjects
- Comments on general progress
- Attendance and punctuality
- Year group expectations
- Targets set in discussion with the pupil
- Head teacher's comments on summer term report
- Child's comments on achievements and areas for improvement on summer term report

Assessment Cycle

	EYFS	Key Stage 1	Key Stage 2
September	• Baseline assessments • Phonics assessments	• Phonics assessments (see Red Rose phonics)	• Phonics assessments in year 3 • Star reader on entry assessment
End of Autumn 1st half		• Writing assessment • Half termly phonics assessments • SPAG • Maths learning check • RE • Foundation subjects using unit assessment proforma	• Writing assessment • SPAG • RE • Maths learning check • Foundation subjects using unit assessment proforma
End of Autumn 2nd half	• Termly assessments for all areas of learning • Update EYFS tracker	• Writing assessment • Maths • Reading • SPAG • Phonics • All other subjects using unit assessment proforma • Input data into Lancs tracker	• Writing assessment • Maths • Reading using star reader • SPAG test • All other subjects using unit assessment proforma • Input data into Lancs tracker
End of Spring 1st half		• Writing assessment • Half termly phonics assessments • SPAG • Maths learning check • RE • Foundation subjects using unit assessment proforma	• Writing assessment • SPAG • RE • Maths learning check • Foundation subjects using unit assessment proforma
End of Spring 2nd half	• Termly assessments • Update EYFS tracker	• Writing assessment • Maths • Reading • SPAG • Phonics • All other subjects using unit assessment proforma • Input data into Lancs tracker	• Writing assessment • Maths • Reading using star reader • SPAG test • All other subjects using unit assessment proforma • Input data into Lancs tracker
End of Summer 1st half		• Y2 SATs • Writing assessment • Half termly phonics assessments • Year 1 Phonics Screening Check • Maths • SPAG • RE • All other subjects using unit assessment proforma	• Y6 SATs • Writing assessment • SPAG • Maths • RE • All other subjects using unit assessment proforma
End of Summer 2nd half	• Exit assessments	• Writing assessment • Maths • Reading • SPAG • All other subjects using unit assessment proforma	• Y4 Multiplication Check • Writing assessment • Maths • Reading • SPAG • All other subjects using unit assessment proforma

Assessment Details and Subject Leadership

Subject	Subject Leader	Link Governor	Scheme	Assessment		
				Resource	Where?	When?
EYFS	G Ferris	K Duffy	Reception Baseline Assessment	Early Years Framework	RBS website Results on HT computer	On entry in September Summer 2
Writing	D Wood	H Clarke S Wilson	LPDS	Year Group Writing Expectations & KLIPS	English & Purple writing books	End of unit write - English Half-termly - purple writing books End of KS2 data
Reading	D Wood G Ferris-phonics	H Clarke S Wilson	LPDS	Rising Stars	Test papers	Half-termly
				Star Reader	iPad	Termly Every Wednesday of assessment week KS2 SATS
SPaG	D Wood	H Clarke S Wilson	Red Rose Spelling	Rising Stars	Test papers	Half-termly KS2 SATS
Phonics Year 1	G Ferris	H Clarke S Wilson	Red Rose	Phonics screening check (Y1)	Phonics folder	Half-termly Summer 2
Mathematics	J Davies	H Clarke S Wilson	Red Rose	Red Rose learning checks Lancashire end of term assessments	Mathematics books & test papers	After each unit Termly Year 4 Multiplication Check – Summer 2 KS2 SATS
Religious Education	J Webb	K Duffy	Manchester Diocese	Manchester Diocese assessment document	RE books	Half-termly at the end of each unit
Science	G Holmes	H Clarke S Wilson	PLAN	Foundation subject assessment	Science books and observation task	Half-termly or at the end of each unit
Physical Education	C Doidge	H Clarke S Wilson	Lancashire	Lancashire PE Passport	iPad	Pre & post unit. KS1 Baseline assessment in both Autumn 1 & Summer 2
History	G Ferris	H Clarke S Wilson	St Anne's Curriculum	Foundation subject assessment	History books	Half-termly or at the end of each unit
Geography	S Warburton	H Clarke S Wilson	St Anne's Curriculum	Foundation subject assessment	Geography books	Half-termly or at the end of each unit
Computing & Project Evolve (online safety)	G Ferris	H Clarke S Wilson E Safety-K Duffy	Teach Computing	Foundation subject assessment	Computing folder	Half-termly or at the end of each unit
Art & Design	S Warburton	H Clarke S Wilson	St Anne's Curriculum	Foundation subject assessment	Art books	At the end of each unit
Music	C Doidge	H Clarke S Wilson	Kapow!	Foundation subject assessment	Music PowerPoint	Half-termly or at the end of each unit
Design & Technology	G Holmes	H Clarke S Wilson	St Anne's Curriculum	Foundation subject assessment	D&T books	At the end of each unit
Languages – Spanish (KS2)	J Davies	H Clarke S Wilson	Language Angels	Language Angels documents - Pupil intention sheet - Pupil glossary	Language books	Each half-term at the end of each unit
Personal, Social, Health and Economic Education	G Halloran	H Clarke S Wilson	Coram - SCARF	Foundation subject assessment	PSHE PowerPoint	Each half-term at the end of each unit

Feedforward

'If feedback has no impact it is a waste of time.'

The idea of 'feeding forward' is to ensure that communication between learners and adults has a positive impact on learning so that it moves forward in the lesson as far as possible.

This policy aims to help staff wellbeing and manage workload too. There is no expectation that adults are to routinely provide feedback after school, outside of lessons and without the child being present.

Aims of the feedforward policy and the day to day communication between learners and adults:

- To raise standards;
- To ensure whole school consistency of feedback by all involved in providing this;
- To ensure feedback is effective and moves learning on;
- To involve children in their own learning;
- To assess where a child is and accelerate their learning;
- To equip children to assess their own learning;
- To increase a child's confidence;
- To ensure a meaningful and manageable approach for all involved.

Forms of feeding forward with pupils

Verbal

This will be the most frequent form of feedback. It will take place by the teacher and/or teaching assistant with the presence of the child, during the learning process or as soon as possible afterwards. A '**V'** symbol will be used in the children's book to show where the communication has taken place.

Pupil responses to the feedback will show evidence that this feedback has been effective in moving the learning forward. Children will complete their response in purple pen neatly.

A **'PP'** symbol will be used by an adult where a child has to correct their learning. The child has to think for themselves about what needs to be corrected, redone, edited etc.

A wiggly line will be used by an adult underneath an error where a child has to correct their learning. This could be a for a variety of reasons- grammar, spelling, missing punctuation, missing word etc. This can be used in conjunction with the '**PP'** method or on its own.

Quality

This can be written or verbal and takes place during the lesson with the child. This is when success and improvement needs are highlighted against the learning objective and success criteria if in place for the lesson. A small improvement maybe be asked for using the **'PP'** symbol. The focussed improvement comment will help the child in 'closing the gap' between what they have achieved and what they could have achieved. Modelled or scaffolded examples are good practice here.

Adults will use visual symbols to inform the child if they have achieved the lesson's objective. A smiley face with a large smile shows the child has fully achieved the objective. A smiley face with a smaller smile shows the child is working towards the objective but has achieved some parts of the lesson. See the feedback key for the symbols.

Distance

This type of feedback will be used at the end of a unit / end of a piece of sustained writing. This maybe where children's learning is assessed against year group expectations, assessment grids, PIVATS or school's other assessment procedures.

This is where feedback would be given without the child present and is most appropriate for Years 3-6. In Years 1 and 2 the teacher will use their professional judgment as to whether or not this is appropriate for the individual child. Year 2 children will be exposed to this during the summer term as part of their transition preparation for year 3.

This type of feedback will be less frequent because evidence suggests that immediate feedback is the most powerful in moving learning forward and closing gaps.

This type of feedback can be in all subjects where a class teacher feels necessary.

On occasions it is not possible to carry out feedback within the lesson. Where this is the case, this may be done outside of the lesson for the benefit of formative assessment to inform future teaching and learning; adapting planning. This also reassures a child that the teacher has seen their work.

Other feedback

This takes place during the lesson. It is recorded on a child's work. It could include:

- Acknowledgement feedback – a 'check' of the work, with a tick(s), implying that some dialogue took place which will have had impact on the child's learning. This also shows the child that an adult has acknowledged their work and has seen it.
- Closed exercise feedback – this is where the work is 'checked' together. Learning is the priority and common misconceptions are rectified. Purple pen will be used by the children for this type of feedback.
- Emotional-based feedback. This may be written, given through stickers or other methods. This maybe to encourage the child, reward effort, reward behaviour for learning or whatever else the adults feel necessary. Some children, especially those with SEND, seek confirmation that they are achieving which can be powerful in raising self-esteem.
- Peer feedback/response partners – this develops collaborative learning and works alongside the 5 B's for behaviour for learning. It can occur at any point in the lesson. Children will discuss their findings in a piece of work before giving a

response to the teacher/class. From Years 3-6 this could be written as well as verbal.

- Self-assessment – children should be involved as far as possible in the assessment of their own work. Purple pen will be used in this instance.

Non Negotiables

- Written feedback by adult must be done in green pen and must model good handwriting expectations

- All pupil responses and self-assessment must be done in purple pen

- Be as positive as possible and reward where possible

- Focus feedback on the lesson's objective

- State whether LO achieved 'OR' Working towards LO using the smiley faces previously mentioned

- Only correct a maximum of 3 spellings in a piece of work (apart from the date, title, objective)

- Ensure the child practises a mis-spelt word under the piece of work using purple pen

- Focus on high frequency words/ words appropriate to year group standard

- Topic words/displayed words/words already in use or familiar can be corrected

FEED FORWARD KEY

	Objective fully achieved
	Working towards the objective
PP	Purple pen-correction or edit needed Child identifies their edit using the 5 B's approach
	Correction or edit needed using purple pen Child identifies their edit using the 5 B's approach
V	Verbal feedback
I	Independent work
R	Reteach. Further modelling, input given to help achieve the objective.
✓	Teacher acknowledgement

Learning Environment

The learning environment we create in school is crucial to supporting learning. At St Anne's CE Primary School we aim to create an environment which complements our curriculum and creates an inspirational space for children to work in.

Clean and tidy classrooms contribute to that good climate. We should all take responsibility for our physical environment, including corridors and cloakrooms. There will be a balance between learning walls and celebratory walls where work representing the whole of the curriculum has been specifically selected to represent a range of abilities but all of which represent commitment and effort.

Learning environments can help children with cognitive load when they are organised, labelled, calm and clear.

St Anne's aims to provide a visually rich, stimulating and supportive environment which:

- Is relevant and up-to-date;
- Provides information to support learning;
- Celebrates and values the work of all pupils;
- Offers pupils an audience for their work, promoting self-esteem, and encouraging them to value their own work and that of others;
- To use a variety of methods and techniques to purposefully demonstrate the process of learning the children have been through;
- To creatively demonstrate work which reflects a wide range of abilities, but all of which represent commitment and effort;
- Informs visitors of work being done in school;
- To create interactive learning areas where children can further their own understanding;
- To allow the children to take ownership of the classroom and be consulted in the creation of their learning walls;
- To use a variety of media to label and display work;
- Demonstrates the school's commitment to high standards and consistency.

In every classroom at St Anne's Edgeside CE Primary School there will be designated areas for:

- RE display area (including lunchtime and home-time prayers)
- An interactive English working wall showing examples of children's work as well as resources or checklists, wordbanks, visual prompts, key questions
- An interactive maths working wall including number lines, 100 squares, number facts, visual prompts, key questions
- Class rules devised and agreed by the children at the start of the year
- Presentation rules (DUMTUMS)
- School rules
- Evidence of whole school behaviour policy as a visual reminder
- Online safety posters

Resources, trays and cloakrooms will be clearly labelled to encourage and allow our children to become increasingly independent.

Working walls

- The classroom learning environment for English and Maths is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.
- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident.
- There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. For example, using or adding to prompts or wordbanks.
- Teachers and pupils may write captions and posters or checklists by hand as part of the lesson, which are then put on the wall for reference.

Display as celebration

- All work on display should be neatly mounted first (double mounted preferable but dependent on stock availability).
- Celebration of work may be displayed in corridors as well as the classroom.
- The best of ALL children's work should be displayed at some time (writing displayed must follow the handwriting policy relevant to the age).
- There should be a large cross-curricular board displaying the current theme (display captions about skills that have been learned relating to different subjects).
- Captions to explain the learning process (objectives and outcomes), pose questions or provide contextual information should be part of the celebration display.
- Displays as celebration of pupils' work should be changed regularly to reflect current teaching and learning.
- Pupils' work should include name labels (first name only).

Non-negotiables

- Display items should be backed (or double backed especially in public areas)
- Staples should leave a gap for easy removal
- A Christian bible verse should be present on each display to reflect our school's Christian distinctiveness
- When clearing a board, old staples should be removed
- Pupils' work should clearly have a name label
- Display writing/labels should be large enough to read
- Displays should be current
- Working walls for Literacy and Numeracy should be accessible and be used to inform teaching and learning.
- Do not affix anything to newly painted walls (this brings the paint and plaster off when removing).
- Avoid overcrowding the learning space.
- Targets should be visible and referred to.
- Colours will be chosen carefully.
- High quality resources only to be used.
- All displays should be edged with quality border roll.

- An exciting, well-organised, clear classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources
- Classrooms should be bright and tidy, and should be word and number rich
- Displays might be used to:
    - Celebrate success
    - Support class organisation – visual timetables, clearly labelled resources
    - Promote independence by providing prompts – questions, support for when children are stuck
    - Support learning – working walls should be present for Literacy, Maths and Topic, high quality presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning

Role of Adults

Teachers

Teachers are the leaders of learning in classrooms. Teachers plan for well sequenced learning using the National Curriculum, St Anne's planning documents and curriculum schemes. Teachers carry out their role in line with national teacher standards and school policies.
Teachers have the opportunity to positively impact a child's learning each day.

Teaching Assistants

Teaching Assistants are deployed throughout school to support learning as effectively as possible. They are involved in:

- Steering learning and enhancing children's progress
- Contributing to assessments of children's understanding
- Developing children's independence
- Deliver intervention to close gaps in learning
- Be involved in the formative assessment that takes place during lessons
- Being active in the feedforward process

Volunteers

Helpers are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help at the teacher's discretion.

Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development and practice
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- sending information leaflets to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Governors

Governors support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;

- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

SEND and Intervention

At St Anne's we have provided for a wide range of special educational needs. We believe that early identification of any special educational need is vital.

We have experienced staff who work hard to identify children with additional needs and we plan specific interventions along with the Special Educational Needs Coordinator (SENDCo) and other specialists to help meet those needs. At St Anne's we have provided for a wide range of special educational needs. We believe that early identification of any special educational need is vital.

We have experienced staff who work hard to identify children with additional needs and we plan specific interventions along with the Special Educational Needs Coordinator (SENDCo) and other specialists to help meet those needs.

Inclusion

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Where a child is identified as needing intervention sessions to accelerate progress or fill gaps in learning, these are tracked using provision plans. These are updated each term in conjunction with the SENDCo.

Monitoring

Subject Leaders have a responsibility for monitoring and evaluation, and are accountable to the Headteacher, Local Authority, Governing Body and Ofsted. Through monitoring and evaluating our performance subject leaders should seek to:

Overarching Aims of Monitoring

- *Does the curriculum take account of the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life, with the aim of addressing social disadvantage?*
- *Is the curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points?*
- *Does the curriculum reflect the school's local context by addressing typical gaps in pupils' knowledge and skills?*
- *Does the curriculum remain as broad as possible for as long as possible?*
- *Is there high ambition for all pupils, ensuring that the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum?*

- *Do teachers have expert knowledge of the subjects that they teach? If they do not, are they supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching?*
- *Do teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion?*
- *Do teachers check pupils' understanding effectively, and identify and correct misunderstandings?*
- *Do teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently?*
- *Is the curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory? Is it sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points?*
- *Do teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding (ie. not simply memorising disconnected facts)?*

- *Is the curriculum leading to good results (attainment and progress) because the outcomes will reflect what pupils have learned?*
- *Are disadvantaged pupils and pupils with SEND acquiring the knowledge and cultural capital they need to succeed in life?*
- *Does pupils' work, in addition to assessment outcomes, show quality in learning?*
- *Does all learning build towards an end point ie. are learners being prepared for their next stage of education?*

Subject leaders will:

- Identify our strengths and areas for development
- Celebrate strengths
- Ensure that areas for development are targeted in a timely manner and actions are followed up

- Ensure that the school provides a positive and pleasant learning environment
- Ensure that pupils have a positive attitude to their work and that their behaviour is good
- Allocate resources in the most effective way.
- Inform the cycle of school improvement planning

By:

- Learning evidence Scrutiny
- Planning scrutiny
- Talking to pupils/colleagues
- Tracking performance
- Analysis of assessment data
- Observing learning

When?

Monitoring and evaluation is an ongoing process. Subject leaders should be formally monitoring on a half termly basis. However, it is good practice for subject leaders to monitor and evaluate informally in addition to this. As a result, praise or support can be given instantly.

A monitoring timetable will issued at the start of each half term. This will include senior leaders, middle leaders and collaborative staff meetings and training.

Role of Headteacher

The headteacher will monitor each year groups planning and learning each half term. This will includes a throughout look at long term plans, medium and short term plans alongside children's learning evidence. This may be children books electronic evidence of learning, pupil voice and lesson observations.

Headteacher monitoring will also be carried out in line with teacher appraisal and the school's improvement priorities.

Role of Assistant Headteachers

St Anne's two assistant headteachers will carry our monitoring linked to year groups they are responsible for and subject leaders.

As part of their monitoring, they will teach in each year group each half term. This allows the class teacher to carry out their subject leader monitoring and tasks as well as being a presence in classrooms.

The general focus for assistant headteacher monitoring will be as follows:

- Autumn 1 – embedding a positive learning culture so children are 'ready to learn'
- Autumn 2- formative assessment
- Spring 1: feedforward across the curriculum
- Spring 2: coverage of national curriculum
- Summer 1: subject leaders
- Summer 2: pupil voice

This is not an exhaustive list and further monitoring may be needed and a finer focus maybe given for each half term e.g. pupil voice linked to Maths or feedback.

Role of Subject Leaders

St Anne's curriculum subject leaders will carry our monitoring linked to the subjects they are responsible for. This will be completed half termly.

The general focus for subject leader monitoring will be as follows:

- Autumn 1 – policy / sequence of learning, action plans
- Autumn 2- pupil voice and books, data analysis
- Spring 1-curriulum – peer observation
- Spring 2-pupil voice and books, data analysis
- Summer 1-looking back and ahead – reporting to governors end of year – long term plans
- Summer 2- pupil voice and books, data analysis

This is not an exhaustive list and further monitoring may be needed and a finer focus maybe given for each half term.

During each term, subject leaders are to make contact with their subject link governor. This could be via email, visit to school, telephone call, written report. It is best practice to meet in person with a link governor to share updates, good practice and challenges.

At the end of each term, subject leaders will report to governors using the given form. An a more through report at the end of the school year.

Subject leaders may be asked to present at a governors' committee meeting.

Subject Leader Monitoring Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Policy / sequence of learning, write yearly action plan	Pupil voice and books, data analysis	Curriculum – peer observation	Pupil voice and books, data analysis	Looking back and ahead – reporting to governors, end of year – long term plans	Pupil voice and books, data analysis
Actions after monitoring	• Termly planning & learning check • Feedback to teachers • Feedback to HT • Feedback meeting with Governor		• Termly planning & learning check • Feedback to teachers • Feedback to HT • Feedback meeting with Governor		• Termly planning & learning check • Feedback to teachers • Feedback to HT • Feedback meeting with Governor	
Gain pupil views linked to to focus	• Pupil interviews / voice		• Pupil interviews / voice		• Pupil interviews / voice	
Environment linked to focus	• Termly display monitoring		• Termly display monitoring		• Termly display monitoring	
Governor Links		• Termly progress Report (to Gov's & HT)		• Termly Progress Report (to Gov's & HT)		• Annual report (to Gov's & HT)

Impact of Teaching and Learning at St Anne's

At St Anne's primary school, we believe that high-quality teaching and learning have a profound impact on every child's academic progress, personal development, and lifelong love of learning.

Through well-planned, engaging, and inclusive lessons, we aim to meet the needs of all learners, helping them to reach their full potential of being awesome and shining bright.

At St Anne's we believe that effective teaching not only builds knowledge and skills but also fosters confidence, curiosity, and independence.

We regularly assess and reflect on the impact of our teaching to ensure that learning is meaningful and that every child makes sustained progress in a supportive and stimulating environment. We aim for children to achieve the expected standards outlined by the National Curriculum at each stage of a child's education.

Outcomes for pupils can be seen on our school's website. Standards are usually in line or above national average.