

**Bourton-on-the-Water Primary School**  
**Teaching Statement 2022**

<b>Governors' Committee Responsible:</b>	Curriculum Committee
<b>Governor Lead:</b>	Alex Roberts
<b>Nominated Lead Member of Staff:</b>	Mr J ap R Jones
<b>Status &amp; Review Cycle:</b>	Annual
<b>Next Review Date:</b>	September 2021

### Context

- Research into Learning and the psychology of learning has greatly changed pedagogy in the past 5 years
- The School makes use of the Education Endowment Foundation to identify interventions and strategies.

### Agreed Procedures

- Children's concentration is limited by their chronological age for between 12 and 25 minutes **so lessons should follow a multi part approach**. Breaks in concentration are needed to allow time for the working memory. These breaks could include
  - Talk partner work – set a question, allow pupils to come up with the best answer together
  - Hinge questions involving movement to a location – these need to be very carefully created
  - Simple movement or relax techniques
- Children do not learn well when stressed **so lesson starters called Bell Activities** lasting 5 to 10 minutes should be applied before new lessons begin. These might include:
  - Responses to marking
  - Memory recall quiz ( based on a previous lesson) - this also aids recall
  - Mop up or pre-teach small groups – this provides scaffolding to some pupils
  - Structured Discussions
- Effective recall improves memory retention. For effective recall, key points should be introduced, reminded of, plenaried and memory should be tested regularly. **To that end key points (WALT) and key success outcomes (WILF) are**
  - Introduced in the initial teacher input
  - Reminded of in mid-session plenaries
  - Recalled at end of session plenaries
  - Remembered and recalled in Bell activity memory recall quiz (next day / next week)
- Pupils who are metacognitively aware make more rapid progress than not. **To that end Teachers during the course of the input should encourage**
  - Pupils to think about the task they have been asked to undertake and repeat any models
  - Evaluate the tasks set against the one they did previously
  - Consideration of what could be done and what resources / models might be used
  - And once complete to review the task
    - To consider tasks for their degree of difficulty
    - To Consider how a task might be undertaken more efficiently
    - How to go about linking to other themes
- Effective questioning is a key element in teaching pupils a new skill, taking them forward. **To that end questions should be**
  - If Closed followed by an open
  - Basketball style
  - Table tennis style
  - Hinge style
- Effective explanations and demonstrations by a teacher ( aka modelling) requires
  - Showing with a commentary

- A pictorial model, image or mind map
- Simple and key algorithms
- Coaching and scaffolding
  - Through guided work with supported activities
  - Support from a TA to remember key steps and emphasis
  - Peer to peer support
- Displays and working walls that can be used by a pupil as aide memoire
- Consolidation plays an important role in our pedagogy but opportunities for application and wider more open problem solving are key. To that end we use 5:3:2 sheets that are created by the teacher. These represent an approximate ratio of consolidation: application: open tasks. We also aim to replicate models, word banks and number facts on these for quick reminders. These should reflect the models used in explanations and on working walls
- Teachers should ensure that for most of the lesson the children are engaged in an activity (not listening to the teacher)
- Pupil activities should be differentiated to include all pupils in the learning continuum. Differentiation by outcome is acceptable but should not be the 'norm'. Other differentiation processes include:
  - Differing forms of presenting work – scaffolded / simplified models
  - Concrete materials
  - Creating a group piece of work
  - Working with an adult
  - Amended activities by magnitude of place value or vocabulary
  - Collaborating with a peer mentor
- Effective verbal and written feedback is vital and forms part of the coaching sequence. However feedback should be task focussed rather than ego focussed (see marking statement)
- The use of an **Elicitation exercise** prior to undertaking a unit or series of lessons on a theme should allow the teacher
  - an insight to the level of prior knowledge
  - The opportunity to plan rapid progression

### **Success of the Policy:**

#### **During an observation**

- **Pupils can explain what they are learning**
- **Pupils can identify a link to previous work and across subjects**

#### **During a book look**

- **Children's progress is evident**

## Planning Policy and Procedures 2022/3

### Aims and Objectives

This policy sets out how we plan for pupils learning at Bourton-on-the-Water School. We recognise that in order for pupils to attain high standards of learning, we as teachers need to be clear about

- Children's ability
- Children's interest
- The requirements for a broad and balanced curriculum
- The need to prepare pupils for Secondary School
- The need to socialise and to enjoy learning

We need to have high expectations of our pupils. We have to recognise that no one style of teaching is the best and that, for the broad range of subjects taught, a variety of methods are needed. We also understand that a range of assessment tools are needed in order for us to plan so that we ensure that all pupils achieve their full potential.

### Agreed Procedures

#### **Long Term (Year)**

- Our long term planning is the skills grids created by the Curriculum Review in July 2022 that came in to being on September 1<sup>st</sup> 2022. To that end a grid of subject knowledge points and skills, based on the NC programmes of study identify key learning for each primary phase. These form the basis of all topics / projects and units of work.
- These grids should be highlighted throughout the year to identify planned coverage. Teachers might annotate the grid in order to time scale the coverage and to ensure all points are taught over the phase in which they work.
- The Maths grid should also take into consideration the Calculation Policy Document.

#### **Medium Term Planning (MTP) Record - Topic / Term (6 to 8 weeks)**

- A grid overview for 6 weeks sets out 'the skills' to be met and the order / chronology of learning that builds on previous sessions and following the process
- This is a **Half term forecast** and should be completed at the start of each term / topic and copied for subject leaders and placed on the T drive in Planning. Parents must receive information about this via a **letter** format.
- Medium Term Plans for Literacy and Maths are taken from skills grids. These identify outcomes, key learning features / objectives to be taught throughout the unit and a brief summary of the learning journey (chronology of activities). These are copied to be available for the SMT and regularly scrutinised by the Literacy or Maths leaders.
- These medium term plans inform Class teachers short term planning.

#### **Short Term Planning (1 to 2 weeks)- for Teacher use in the first instance**

- In English and Maths teachers can use formats that support them. If in the informal or formal competency procedure, teachers must make use of the school provided planning frameworks.

#### **This policy will be reviewed by the SMT, with a particular focus on:**

- Do planning scrutiny reports by Subject leaders show that the skills are being covered and that a broad and balanced curriculum is being met?
- Do lesson observations / work scrutiny / assessment reports show that what goes on in lessons reflects planning and evaluations / that knowledge is built on rather than visited once / that pupils make progress?

## Assessing Pupils Policy 2022

### **Introduction**

This policy is intended to ensure consistence across the school in terms of assessment practice.

Assessment should enhance learning by

- identifying success against learning objectives
- diagnosing 'next steps' and errors
- for planning future sessions because, as the old adage puts it, 'how to we know if we get there if we don't know where we are going'!

### **Planning for Assessment**

Class teachers should be clear of the skills, knowledge or key performance indicators that they expect the children to have attained by the end of a planned unit of work or mini-topic or even class lesson. In order to plan a unit of work or topic, some elicitation should take place to identify what knowledge the pupils already have. This elicitation may take several forms and can include verbal discussion. In Maths this elicitation is recorded on a Steps for Success table.

### **Methods of Assessment**

Methods include:-

- Informal assessment
  - Observation by teacher / support assistant
  - Question and answer sessions
  - Pupil self and peer marking sessions during a sequence of work
  - Presentation by pupil to peers
- Marking (see Marking Policy)
  - Against WALT / WILF
  - Against level descriptors
  - Against School SPS statements (and Foundation statements)
  - Against writing /maths targets
- Formal assessment
  - Individual Pupil targets / Layered targets / WILF or Success statements
  - Written Test / Mind map
  - Pupil interview
  - 'Writing' against SPS descriptors in 'time'
- Optional / Statutory Tests / SLTs

### **Using our Assessments**

- To inform planning  
Class teachers will use their formal and informal assessments on a daily basis to ascertain whether coverage of a topic has been thorough enough, i.e. that most pupils have met set targets. It identifies areas for consolidation and is useful when reporting to parents. The views of Teaching Assistants should also be sought.
- To monitor  
Subject Leaders will use the formal and statutory assessments as a means to monitor the school's performance in their particular subject with regards to emerging patterns and school improvement targets. Records of this monitoring will be found in the School Self Evaluation file.
- To improve standards  
The Headteacher / SMT will use pupil performance in SAT's, and any formal assessments to set targets for school improvement and to benchmark pupil progress towards existing targets. Any formal reports made will be reflected in the School's Self Evaluation Form (SEF) and discussed by Governors.
- To inform Parents  
Teachers will use all forms of assessment to write an annual report to parents, as to their child's progress in the National Curriculum as set out in DFEE circular 1/97.  
The report should set out what has been covered, attained in each subject and areas for improvement will be identified.

## **In Short.....**

**Writing** – 9 to 12 pieces of independent work (no T support) should be assessed each year – an SPS grid highlighted with these judgements. Found on the writing progress display

**Maths** – children’s progress should be assessed throughout the year and highlighted to record judgements against the MATHS SPS grid and ladders in books

**Reading** – a group/individual SPS record should be kept during guided reading sessions.

**Other Subjects** – the expected outcomes identified in planning formally assessed and recorded on the school assessment sheet. (BMW) - (at least 6 per year per subject based on the knowledge and key skills)

- The work evidence to support assessment (BMW) should be given to the subject leader each term using the folder in the staffroom.
- Subject leaders will moderate the evidence and create an assessment portfolio each year.

## Marking and Feedback Policy 2022

### Aims and Objectives

This policy is intended to ensure consistency across the school in terms of marking practice. Marking should enhance learning by drawing children's attention to what they need to improve, providing feedback on what they have done, setting out next steps and to celebrate success.

### Agreed Procedures

- Dylan Wiliam States that feedback including marking is most effective when
  - It is task centred rather than ego centred
  - The response to the marking is to immediately have to think
  - Any feedback shows where an error is made and demonstrates how the improvement might be made
- Learning objectives in the form of **WALT** (We Are Learning To) statements are shared with the pupils and are central to the marking process. A green highlighter is used to draw attention to successes against the WALT. A pink highlighter is used to identify where the WALT is not met or where a challenge has been set. **A yellow highlighter identifies an error that should not be made (especially around spelling and punctuation)**
- A variety of approaches to marking should be used including
  - Peer marking
  - Self marking / assessment
  - Discussion with the pupils

**In all these cases a member of staff must initial they have seen this**
- Time is given to children to look at the marked work so that they may respond to any pink highlighted work – including opportunities to make corrections in previous work.
- Comments should focus on the task rather than the ego. To that end teachers and TAs should focus on aspects of the following
  - WALT,
  - WILF,
  - My Plan+ or EHCP targets
  - The SPS statements,
- Comments must be informative – stating next steps of learning or confirming success
- Next steps comments might include reminders, questions for consideration, scaffolds (examples of what success looks like)
- A simple tick or one word comment suggests completion of a task but is not marking. **However if followed by a D means the works was discussed with the pupil and verbal feedback offered.** In this case improvements should be immediately obvious.
- In KS1 a stamp or WALT achieved comment is acceptable but should be acknowledged by the child to show they have understood.

**Effective marking should ensure rapid progress or greater accuracy and should only be done if meaningful.**

**Marking and feedback should be evident across the curriculum.**

**This policy will be monitored by the SMT, with a particular focus on:**

Have children responded to marking?

Does marking show improvement over time?

Is the marking scheme being used by all staff – including TAs?

## Marking Scheme

	Teacher's actions	Child's actions
Green highlighted section	Identifies success against the WALT or WILF. The teacher might reinforce this with a positive comment. This is used in assessment tracking	
Yellow Highlighter	Teacher to indicate a simple spelling or punctuation error that the child should already know.	Amend accordingly
Pink Highlighter	Identifies an aspect that must be thought about and responded to.	Child to correct or confirm understanding or challenged.....MUST BE RESPONDED TO
D	Immediate feedback given. Including teaching point. Child supported to make immediate improvement or corrections.	Obvious improvement in child's work
Independent work	Stamp saying Independent work	Child worked alone
Teacher assisted work	Stamp saying Teacher assisted work	Child was assisted by T
TA assisted work	Stamp saying TA assisted work	Child assisted by TA
Tick through WALT / Or RAG WALT	WALT achieved	
A star		Child to put a star on their snake.
H.P.		Child to put their house point on the house point chart.
Pink pen	improve further by doing these things...	

## **Homework Policy 2022**

### **I. Purpose:**

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence.

#### **Homework assignments include:**

- ☐ **Practice** exercises to consolidate key skills (reading / number bonds and tables)
- ☐ **Extension** assignments to transfer skills and concepts to new situations (Topic menu)
- ☐ **Creative** activities to integrate many skills based on the topic

### **II. Time**

Actual time required to complete assignments will vary with each student's learning habits, academic skills, age and workload. If a child is spending an inordinate amount of time doing homework, parents should contact your child's teachers to discuss changes to practice.

### **III. Late Work Policies**

Pupils are expected to turn work in on time. Pupils who turn in late homework on a consistent basis will receive any of the following sanctions based upon individual teacher discretion.

- ☐ **playtime loss or partial loss to make up work (not lunchtime)**
- ☐ **communication with parents**
- ☐ **sending to Headteacher**

Students who miss homework because of an absence will receive the opportunity to make up missed work during the homework club. This is not a sanction. By Year 5 it is the students' responsibility to get work sorted if missed due to illness or absence.

### **IV. Major Projects**

Major Projects include research reports, book reports, major essays, and other assignments teachers designate as major projects. Work on these projects may exceed the maximum minutes per night – see below

#### **Responsibilities of Staff:**

- Assign relevant, challenging and meaningful homework that reinforces classroom learning
- Give clear instructions and make sure students understand the purpose
- Give feedback and/or correct homework
- Involve parents and contact them if a pattern of late or incomplete homework develops

#### **Responsibilities of Parents:**

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor student's organisation and list of assignments
- Help student work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

## Responsibilities of Students:

- Be sure you are clear about work to be done; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects your own work
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time...a homework club is available twice a week to catch up

## School Homework Expectations

- Reception – nightly phonics / nightly reading\* – no more than 10mins per night total
- Year 1 and 2 – nightly reading\* / nightly spelling – say and write a sentence / maths passport – no more than 15 mins per night total / topic home extension activities
- Year 3 / 4/ 5 – nightly reading (10mins) / nightly spellings (5 mins) say and write a sentence / nightly passport/ Topic menu activity (1 per week)
- Year 6 - nightly reading (15mins) / nightly spellings (5 mins) / Passport (10 mins / one Topic menu activity (no more than 30mins per week) ...(SATs revision after February) – approx 30 mins per night

\* books are changed 2 or 3x a week. Children MUST re-read books at least 3 to 5 times to **discuss aspects of plot / comprehension** or read favourite books from home for **enjoyment**. In KS2 books are changed when completed and a book task returned.

\*Homework in Primary Schools, based on research, has little impact on progress. Staff should consider each child on determining the magnitude of sanctions and should in the first instance work with parents.