



Roebuck Academy
Teaching and Learning Policy 2024

Introduction

At Roebuck Primary Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding, fun and enjoyable experience for everyone but it should also be challenging and stretch people's thinking. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices in their lives. We believe that appropriate teaching and learning experiences help children to lead happy, rewarding and successful lives.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, curious, resourceful, enquiring and independent learners
- raise children's aspiration and self-belief and encourage them to take risks and learn new things using a growth mindset approach
- building determination and resilience
- develop children's self-respect and encourage children to respect ideas, attitudes, values and feelings of others
- show respect for all to promote positive attitudes towards other people
- help children build positive relationships
- enable children to understand their community and help them feel valued as part of this community

Effective learning

We offer opportunities for children to learn in different ways.

These include:

- enquiry based learning
- Active engagement – practical where possible
- Immersive hooks
- open questions
- opportunities to practise and embed
- investigation and problem solving
- research and finding out
- group work, pair work, independent work and whole-class work
- differentiated work- mild, spicy, hot and needs water
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- visits to the school by theatre/ workshop groups and experts in other fields
- creative activities
- watching media and responding to the material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- themed weeks

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Growth mindset techniques are used to enable all children to be the best learners that they can be.

Effective teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use our school curriculum planning to guide our teaching as well as giving the children an opportunity to tailor the curriculum based on their own needs and interests. This sets out objectives, underpinned by the values of the school and it details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We aim high and challenge all levels of ability in every lesson. When planning work for children, we take account of their individual starting points. For children with Special Educational Needs, we give due regard to their SEND Support Plans. We have high expectations of all children.

We recognise the fact that in all classes there are children of different abilities, and we seek to provide suitable learning opportunities for all children. We are also fully aware of the need to never place a ceiling on learning. We achieve this by:

- providing differentiated tasks. However, children are given the opportunity to choose the task that they will complete so that they can challenge themselves further if they feel confident enough to do this (self-differentiation). Where necessary, teachers will help guide children when choosing their level of activity;
- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- Being mindful of cognitive overload and making learning sticky;
- flexible grouping;
- providing resources of different complexity;
- using Teaching Assistants (TAs) to support all children individually or in groups.
- Reinforce a growth mindset using our Roebuck 5 characters in every lesson
- Staff use a range of strategies to support working memory including visual memory, active learning, meaningful links, repetition, spaced learning and limit cognitive overload using the key principles of making learning sticky.

Planning

We plan our lessons with clear learning objectives that are taken from the National Curriculum and the Early Years Foundation Stage Curriculum. Our lesson plans always contain Success Criteria (called Steps to success in the EYFS), key questions, differentiated tasks and they mention the support that is put in place to aid children's learning. E.g.: the role of the Teaching Assistant; and focus groups. Where necessary, we annotate planning with notes for future lessons so that we can modify and improve teaching in the future. Children are involved in all planning where their ideas and wishes are shared and considered.

Feedback and Marking

We recognise that there are two types of feedback – summative and formative. In assessing and marking work, we concentrate on the formative form, while using summative feedback when appropriate. Formative feedback includes one or more of the following:

- describing why an answer is correct or incorrect;
- telling children that they have or have not achieved;
- specifying, implying or modelling a better way, or the correct way, of doing something;
- motivating children to suggest ways they can improve;
- celebrate good mistakes.

Feedback may be verbal or written and will allow the child (through discussion with the teacher) to improve their work. Where possible feedback will be verbal and will be instant as this is proven to be the most effective form of feedback. Children will know the learning objective for a piece of work and the marking will reflect progress towards this focus through use of the success criteria (steps to success). Where possible, marking takes place with the child to allow constructive feedback to take place. Sometimes,

depending on the type of work and reason for it, a tick (✓) is all that is required. However, formative rather than summative feedback forms the basis of our marking practice. All teaching staff work upon the principle that the next lesson should address the next step in a child's learning.

In English and maths, features of the work which have successfully met the learning objectives may be highlighted in green by the pupils to aid self-reflection. Time is given for children to read and respond to teachers' comments in black pen (KS2), purple pencil (KS1) as appropriate. Children are provided with opportunities to mark their own or the work of a peer. This is based on the agreed success criteria and Learning Intention. Children are expected to self-assess on their success in work as well as their next steps.

When a piece of work is produced, where assessment shows that most of the class have achieved the Learning intention, then the **CLASS MARKED STAMP** will be used.

Children may be asked to undertake corrections and 'follow up' work as a result of the marking. Teachers ensure that the children take note of and carry out any corrections asked of them, for which dedicated time is allowed.

Homework will be marked with the pupils in KS2 and by the adults in KS1.

Work in foundation subjects will be marked within the lesson using a whole school system which will identify areas for individual pupil and whole class development. However, work will be marked throughout the lessons in which these subjects are taught. Verbal feedback on content, ability to meet the LO and Success Criteria, presentation, grammar, punctuation & spelling would all be acknowledged.

Ethos

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We are a fully inclusive school. We praise children for their efforts and, by doing so, we help to build positive attitudes towards school and learning. All staff are encouraged to have a 'can do' attitude and to demonstrate a 'growth mindset' and this is therefore instilled in all children's attitudes to learning.

Support

We deploy Teaching Assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment. They also lead intervention and pastoral work throughout the school, following a timetable and programme of planning which is provided by the teacher and SENCO's.

Learning environment

Our classrooms are attractive immersive learning environments that showcase current topics being studied. We ensure that all children can display their best work at some time during the year which is placed on the centralised whole school displays. All classrooms have a range of dictionaries and fiction and non-fiction books. Reading areas are prominent in every classroom, as well as displays relating to English, Maths, vocabulary and grammar. Working Walls for English (titled 'Road to writing') and maths (titled 'Mastering Maths') are used and these regularly contain current learning objective; success criteria; vocabulary related to the topic; any questions from children; exemplified product (What A Good One Looks Like – WAGOLL) or an example of a poor one (What a Poor One Looks Like- WAPOLL). Working walls must be kept relevant, simple and relate to children's learning.

Further displays that are found in every classroom include: Growth mindset; Monster Phonics in EYFS to Year 3; Zones of regulation; Super Sentences; The Roebuck Way; Stuck Webs; Talking partners; pupil responsibilities; class reading challenge; a current Topic display. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children.

Topic displays will showcase our current learning. This display will highlight children's work on the topic and include photographs, captions, explanations of a process, vocabulary, pupil voice and information such as enquiry questions, timelines or evidence. Classrooms will also display table top displays that can include items of interests such as primary or secondary sources, topic books, interactive elements or activities and any other stimulus relevant for use by the children. Children will often write their own labels and captions as well as teachers comments on process and development of key skills in the topic. The displays will be focussed on the topic and will be of high quality. they will be exciting and creative and a representation of the standards in our subject.

Displays:

Displays will need to reflect the following:

- Displays are a celebration of excellence in our school and need to be of the highest quality.
- We try to promote the school's handwriting font which is from letter-join.
- Working walls must reflect the current sequence / learning journey of work.
- Working walls must show the journey of the sequence of work and be a collection of teachers and pupil's work.
- Make sure all work is cut with the guillotine and is straight as well as the same size all the way around.
- All displays should be interactive and contain enquiry-based questions and prompts
- Avoid using TWINKLE.
- Displays will be bright and evoke interest and include 3D when possible.
- On the walls, Bluetac will be used; please ensure that all 4 corners have either staples or Bluetac on them, so they don't curl at the edges.
- Staff will keep displays tidy
- Some displays will be celebrating children's work, others will be used as teaching prompts
- Staples will not be used on walls, wooden surfaces or any plaster work inside the classroom or corridors. These damages the surface of the school.
- Blu tac will be removed from all walls before placing up a new display.

Reading Corner

We ask that every class has a reading corner, including the following:

- Cosy, attractive areas to sit and relax (cushions, rugs, soft furnishings)
- Range of colour coded AR books
- Teacher and TA recommended books displayed
- Crates to be clearly labelled and include: poetry, non-fiction, new releases, reading road map books
- Some boxes to show specific genre of books or books by specific authors
- Class scrap book to be displayed
- Newspapers and comics displayed
- Current class read displayed
- Displays to reflect a love of reading and generate excitement for books, language which may include key quotes and thought-provoking questions
- Story reels / story spoons / story bags / puppets for re-telling stories / phonics flash cards etc

Mastering Maths display:

Every class will have a Mastering maths working wall; this will include:

- Title to show current learning e.g. LO: to use column subtraction for decimal numbers
- Unit illustration to be displayed
- Key vocabulary displayed
- Focus times table displayed with relevant resource to aid the learning (counting stick, number line)
- Worked examples in different colours to show clear sequence of learning across the unit – presentation to reflect presentation policy e.g. use of ruler and 1 number per square
- Evidence of learning sequence using CPA models and linking bar models.
- Place value columns
- 5 a day help board with steps to success
- Interactive questions
- STEM questions
- Key questions displayed,
- Key vocabulary
- Photos

'Road to writing' literacy display:

Every class will have a 'Road to writing' working wall; this will include:

- Title clearly showing text type focus e.g. LO: to write a non-chronological report
- Focus Alan Peat sentence to be displayed
- New word(s) of the day displayed on working wall
- Success criteria for text type displayed (steps to success)
- Plot points displayed with rainbow feature lenses, 3 lenses per each plot point chunk unless more/less were covered
- Images where possible to evoke creative vocabulary and boost SEND provision
- WAGOLL displayed (this can be the teacher model built on lesson by lesson, typed or handwritten)
- Vocabulary generated as a class for easy reference by the children
- Evidence of children's work for example using/practising AP sentences e.g. post it notes
- Washing line visible

Sentence stacking wall:

- Each sentence shown by use of a different coloured strip.
- A child clearly thanked for each sentence.
- Display to be added to, from each chunking lesson and kept up to date so it can be read to the children at the beginning of each lesson as a celebration of children's work and so they can see where the new lesson fits into the overall sequence of learning.
- Reading and writing rainbow to be displayed, clearly visible and accessible to all children in the class at all times. (KS2 these are best placed on corridor windows if classroom allows).
- SPAG specific for the cohort identifiable on display

The role of Governors

Our governors determine, 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 performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include an annual report from subject leaders and the Headteacher's termly written report to governors as well as a review of the in-service training sessions attended by our staff.

The role of parents/carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents/carers about what and how their children are learning by:

- holding parents' meetings / workshops to explain our school strategies for teaching, as appropriate and when required
- sharing information with parents/carers at the start of each term, when we outline the programmes of study that the children will be following during the term at school.
- Sending a yearly report to parents/carers in which we explain the progress made by each child and indicate how the child can improve further.
- explaining to parents/carers how they can support their children with homework, in line with homework guidelines.

Monitoring and review

We review the Teaching and Learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The Senior Leadership Team monitors teaching and learning as part of school self-evaluation. The views of stakeholders, evaluation and any other relevant factors will be considered in review of this policy.

Date: September 2024

Review date: September 2025

Review by: SLT September 2024

Appendix

English Marking Policy

Marking will be carried out using a purple pen (however, where possible, verbal feedback will be used in the first instance).

It is not necessary for staff to signpost where verbal feedback has been given, however, if you feel appropriate the code 'VF' can be used. Children will evidence verbal feedback by editing their work in black boost (Y2-Y6) and red pencil in EYFS and Y1.

KS1 Marking Code

The poster features a checklist of marking codes on a notepad-style background:

- ✓ something good or correct (in accordance with the LO and SC)
- VF verbal feedback
- ~ spelling (this word)
- P punctuation
- DM deepened the moment
- ^ Missing word/s

Other elements include the Rosebuck Academy logo with the motto 'Dream-Believe-Achieve', a pencil, a book, and the text 'KS1 MARKING CODE'.

Year 1 independent write:

- capital letters
- full stops
- spellings

Year 2 independent write:

- capital letters
- punctuation
- spellings
- an alteration/edit/adaptation of your choosing

KS2 Marking Code

KS2 MARKING CODE

✓	something good or correct (in accordance with the LO and SC)
VF	verbal feedback
SP	spelling (on this line)
~~~~~	spelling (this word)
^	missing words/s
↑	rocket (next step or deepen the moment)
P	punctuation (includes capital letters, commas, full stops not right)
?	does not make sense/something not right
T	check the tense of the writing

CODES FOR CHILDREN WHEN WRITING  
(ALL IN MARGIN)

**AP**  
Alan Peat sentence

**G**  
Grammar

**3/4**  
used a Year 3/4 spelling word



**5/6**  
used a Year 5/6 spelling word

**DM**  
deepened the moment

**ROEBUCK ACADEMY**  
Dream-Believe-Achieve

**English Marking Policy for Independent Writing**

Independent writing to be completed on the left-hand page and edited on the right-hand page. This coding system will progress as children move up throughout the school and will be signposted.

EDIT	PROOFREAD
	
<p><b>A</b>      <u>add</u> sentences and words</p>	<p><b>C</b>      <u>capitals:</u> sentences, names, places, months, titles, I</p>
<p><b>R</b>      <u>remove</u> words or sentences that my reader doesn't need</p>	<p><b>U</b>      <u>usage:</u> match nouns &amp; verbs correctly and check tense <small>e.g. You were; we were; she was</small></p>
<p><b>M</b>      <u>move a</u> sentence or word</p>	<p><b>P</b>      <u>punctuation:</u> . ? ! , " "</p>
<p><b>S</b>      <u>substitute</u> words or sentences for others</p>	<p><b>S</b>      <u>spelling:</u> check all words, use your resources</p>

Note: Use more scaffolded marking if needed for SEND pupils who need extra guidance to respond to marking (take this into consideration when making assessments).