



Fenstanton and Hilton Primary School
Teaching and Learning Policy
March 2019

Non-Negotiables

English	Maths	Science
<p>Assessment</p> <ul style="list-style-type: none"> Criteria sheet inside book for your year group, completed for end of unit pieces once per half term (please date when assessed int op column) Y2&6 from exemplification materials. Entry & exit (cold & hot tasks) assessment at the beginning of each genre (unless the genre hasn't been taught before) 	<p>Assessment</p> <ul style="list-style-type: none"> Target tracker target sheet Entry & exit assessment at the beginning and end of each unit. Complete White Rose assessment for the end of each half term. 	<p>Assessment</p> <ul style="list-style-type: none"> Entry & exit assessment at the beginning and end of each unit.
<p>LO & Success criteria</p> <ul style="list-style-type: none"> LO must be taken from NC. LO & SC written as 'I can statements' 3 or more success criteria where appropriate (e.g phases 2 &3) Success criteria must build to achieve the LO. Stars to indicate challenge level e.g 3 * the hardest. Stick men – one if on own <p>2 if with partner or adult / red independent / blue – TA / green – teacher</p> <ul style="list-style-type: none"> Traffic light with small dot next to success criteria. Comment box on key stage 2 grids. 	<p>LO & Success criteria</p> <ul style="list-style-type: none"> LO must be taken from NC. LO & SC written as 'I can statements' 3 success criteria Success criteria must build to achieve the LO. Stars to indicate challenge level e.g 3 * the hardest. Stick men – one if on own <p>2 if with partner or adult / red independent / blue – TA / green – teacher</p> <ul style="list-style-type: none"> Traffic light with small dot next to success criteria. Comment box on key stage 2 grids. 	<p>LO & Success criteria</p> <ul style="list-style-type: none"> LO must be taken from NC. LO & SC written as 'I can statements' 2 or 3 success criteria Success criteria must build to achieve the LO. Stars to indicate challenge level e.g 3 * the hardest. Stick men – one if on own <p>2 if with partner or adult / red independent / blue – TA / green – teacher</p> <ul style="list-style-type: none"> Traffic light with small dot next to success criteria. Comment box on key stage 2 grids.
<p>Feedback & marking</p> <ul style="list-style-type: none"> PP books should be marked first. T mark in green / TA in blue Children - Red for response/ purple for polish Nest steps marking must show the child how to improve and children should be given a task to improve their writing at least once a week e.g ' add fronted adverbials where I have starred' Capital letters etc Missing capital letters and full stops must be addressed from when children know what makes a sentence (year 1) 	<ul style="list-style-type: none"> PP books should be marked first. Small dot next to incorrect calculations. Children should be in depth marked at least once per week and targeted children (GD & borderline) twice per week. Children must respond to your marking in their red pen. 	<ul style="list-style-type: none"> PP books should be marked first. Work should be marked according to Success criteria.

<ul style="list-style-type: none"> ● Things previously taught e.g 'ed' endings should be addressed if missing. ● Children must respond to your marking in their red pen. ● Peer assessment should be evidenced. 	<ul style="list-style-type: none"> ● Peer assessment should be evidenced. 	
<ul style="list-style-type: none"> ● Pen used when children have a pen license (from year 3) ● Pre cursive handwriting Foundation / Y1 then cursive handwriting. 	<ul style="list-style-type: none"> ● Pencil used at all times. 	
<p>Evidence</p> <ul style="list-style-type: none"> ● Evidence in books should show that children have done a mixture of independent / guided group, paired and independent work. (all children should have the opportunity to work in guided groups) 	<p>Evidence</p> <ul style="list-style-type: none"> ● Evidence should show a mixture of arithmetic, fluency and reasoning. 	<p>Evidence</p> <ul style="list-style-type: none"> ● Evidence in books should show a mixture of enquiry skills and content knowledge. ● Evidence should show that children have done a mixture of guided and independent work
<p>Editing and improving</p> <ul style="list-style-type: none"> ● Children must purple polish routinely every two sentences to improve their work (according to the success criteria and 'arms and cups') ● Where the children have traffic lighted SC amber or red, they should then go back and improve it until it's green, as part of their own editing. ● Spelling – Teacher should identify max of 3 misspelt high frequency / sp errors e.g wrong prefix / suffix words with sp in the margin, children correct underneath the piece of work ink pen, writing a list of each word across the page. 		
<p>Cross curricular writing</p> <ul style="list-style-type: none"> ● This should be evidenced in topic books. Writing should be to the same high standard as in unit work. Children should have success criteria to guide them. At least two pieces per half term. 		

Monitoring & moderating

- Non negotiables will be monitored fortnightly. Books will be ‘dipped into’ rather than requested.
- Teachers will moderate English books together at the end of each unit after marking & using exemplification materials.
- Teachers will moderate Maths books together at least once per half term.
- The exemplar work scrutiny sheet **must** be used by all for formal work scrutinies where books have been requested.

Display Non-Negotiables for Every Classroom

Subject area	Working Wall/ Display
English	<p>Must have:</p> <p>The type of genre you are working on identified eg We are working on: narrative – adventure & fantasy</p> <p>Examples of wagoll (what a good one looks like)</p> <p>Features of the genre you are working on</p> <p>Examples of vocabulary extracted from the text</p> <p>Boxing up of the text</p> <p>Shared writing , modelling what the children are working on e.g. an opening.</p> <p>Could have : super sentences</p> <p>A SPaG wall: with current high frequency words on, spelling skills that are currently being taught e.g homophones</p> <p>Reading area with relevant books to the topic that are in a good condition.</p>
Maths	<p>Must be: Write it, Draw it, Say it, and Build it in four sections with LO in the centre. Work must be dated and CURRENT.</p> <p>Write it – examples of work</p> <p>Build it – examples of how to build concept</p> <p>Say it – relevant vocab – suggested by children and in their words, speech bubbles with reasoning statements from the children</p> <p>Draw it – visual representations of the unit that is being talked. Use Calculation Policy examples.</p> <p>Place value to be displayed appropriate to your year group.</p> <p>Manipulatives to be available at all times – counters, numicon , number lines – blank and permanent etc</p>
Project work – History, Geography and RE	<p>Relevant to the project being taught, mixture of information and children’s work. Explanation of the learning, Knowledge Organisers.</p> <p>This needs to be changed at least termly or when the project changes.</p> <p>Timeline of the History period you will cover during the year – to be up in September for the whole year.</p>
General displays	<p>Values</p> <p>House point chart</p> <p>Class timetable</p> <p>Positive reinforcement strategies from Behaviour policy</p> <p>Growth Mindset display – ‘Try, don’t cry’ and ‘Expect the Best’ need to be the phrases used.</p>

	<p>Labelling and explanations should be in letter join. Titles do not need to be.</p> <p>THINK poster to be displayed – LC to provide this to all.</p> <p>Labelling and explanations should be in letter join. Titles do not need to be.</p>
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Teaching and Learning Expectations of all Teachers

M1 and M2	M3 and M4	M5 and M6	UPS 1 and 2	UPS 3
<p>Reach standard with support or guidance.</p> <p>Teaching may require improvement initially but should be good by the end of the year.</p> <p>Progress should be at least in line with national expectations.</p> <p>Shows a good knowledge and understanding of the relevant subject and curriculum area.</p> <p>Monitors, analyses, evaluates and develops own class teaching. If not in the first year of teaching starts to take on a wider range of subject or key stage awareness and responsibility with appropriate support</p> <p>Effectively takes on board whole school developments and initiatives. If not in the first year of teaching takes an increasingly active involvement in whole school developments.</p>	<p>Independently reach the standards, building experience and sharing good practice with others within own subject area where relevant, with support.</p> <p>Teaching is at least good and secures good average progress across own students.</p> <p>Have a secure knowledge and understanding of the relevant subjects and curriculum area.</p> <p>Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance.</p> <p>Is actively involved with whole school developments</p>	<p>Has built a good range of practice and accumulated relevant experience.</p> <p>Shares good practice and latest developments in own subject with colleagues.</p> <p>Teaching is at least consistently good with examples of outstanding, average progress of students is good.</p> <p>Have well developed understanding of subject knowledge, curriculum content and coverage across the phase taught.</p> <p>Monitors, analyses, evaluates and develops own key stage or subject area independently.</p> <p>Is actively involved with whole school developments and may lead or initiate some areas.</p>	<p>Has a high level of experience on which to draw on to advise and develop others and to inform own practice.</p> <p>Teaching is outstanding and average progress is good or above across own students.</p> <p>Have an extensive subject knowledge and understanding of the curriculum and related pedagogy.</p> <p>School wide monitoring, analysing, evaluation and development across a range of areas over time.</p> <p>Researches and leads school wide developments. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the school.</p>	<p>An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice.</p> <p>Continues to build experience by extending own research and self development to lead further initiatives in staff and school development.</p> <p>Teaching is consistently outstanding with good or above progress across a series of cohorts and across all abilities.</p> <p>Continuing to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active involvement in CPD or research.</p> <p>A high level of school wide and beyond monitoring, analysing, evaluation and development across a range of areas over time.</p> <p>Continued active involvement, school wide and beyond, in</p>

				research and development which helps to keep the school at the forefront of education.
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Planning and PPA time

There is a planning guidance template available to all staff. This should be used for English, Maths and Science. Topic plans can be more fluid but should be consistent where year groups lap over. Where possible planning should be collaborative in Key Stages/ Year groups. Teachers and HLTAs should plan for the lessons that they deliver. The allowance for PPA time is 10% of teaching time.

Enrichment and Whole School community

There is an expectation that staff do involve themselves in the community of the school. This could include helping out at a PTA event, running a club or helping at a school 'tidy up day'.

Each teacher will be placed on a rota to a reasonable amount of assembly cover, lunchtime duty and playground duty. The amount that they will be asked to do will directly correlate to their role in school and whether they are part time or full time. A full time, experienced teacher can expect to fulfill more duties than a NQT or part time colleague.

Professionalism and Confidentiality

These subjects are explicitly covered in the [Teacher Standards](#). However there is an overt expectation amongst the staff at school that they act in a professional and confidential manner. Gossip will not be tolerated and does not fall in line with the standards set out in the staff 'Code of Conduct'. Conversations about children should be relevant, necessary and based on facts.

Staff meetings and CPD

There is an expectation that teachers attend staff meetings on the days that they work. Therefore if it is non-working day the teacher is not expected to come in unless it is a whole day INSET or at the headteacher's request. HLTAs should attend staff meetings. All teaching staff are expected to attend training days. Teaching assistants will be required to attend at least one – annual Child Protection and Safeguarding training.