

# Anston Park Junior School



## Teaching and Learning Marking and Feedback Non Negotiables Policy

Review  
Reviewed

September 2019  
September 2020

At Anston Park Junior School the policy for Teaching and Learning is at the heart of all of the work that we do. It is generic and non subject specific. There are links through other policies to all other aspects of school life. In order to be effective this policy must not sit on a shelf but be a dynamic element of our school ethos and part of continuing professional development and school improvement.

## **Vision Statement**

### **'Where every child's potential counts'**

At Anston Park Junior School we never underestimate the power of learning and have a duty to ensure that no child will underachieve. Our motto ensures all children develop spiritually, morally and socially as team players and leaders. Our curriculum is based upon the key skills for each curriculum area. Our curriculum also values the

Ethos / Values statement

6Rs;

**Respect, Reflectiveness, Resourcefulness, Resilience**, ability to form **Relationships** and take calculated **Risks** in learning.

We will:

- Put children at the heart of all we do and say in school; valuing the individuality of each child, acknowledging the worth of all that they bring with them and its impact on the life of the whole school
- Actively promote our values including what it means to be British, which are defined, e.g., mutual respect, trust, fair and open, honest, approachable, supportive emotionally and physically
- Enable children to meet their full potential academically and socially.
- Deliver a broad and balanced curriculum.
- Help our children develop lively, enquiring minds, in order to acquire the skills and knowledge relevant to adult life in a fast and changing world.
- Plan lessons which provide a range of teaching and learning styles, catering for a broad range of intelligences
- Help children develop a sense of respect, by firstly respecting themselves and then respecting and being respected within both the school and the wider community.
- Enable children to communicate clearly and confidently.
- Establish and maintain a caring and nurturing, environment where children feel safe and valued.
- Promote a healthy lifestyle (physically, mentally and spiritually).
- Celebrate our differences, and promote the benefits of living and growing up in a culture rich in multicultural flavour
- Encourage children to have a voice and an active involvement in the running of the school.
- Develop in all children the ability to control and be responsible for their own actions.

## **Conditions for Learning**

At Anston Park Junior School the following statements will be evident in all areas of school life in order to ensure a safe happy environment where all of our aims will be realised.

From the view point of:

### **The child**

- to ensure each child is respected and happy:
- to greet with a smile, give a sense of belonging
- to ensure physical and emotional safety
- to listen to the wider aspects of the child's life and learning
- to be firm but forgiving, fair and consistent

### **The staff**

- to promote the professional development of all staff
- there is a consultative management style which has effective and open communication systems
- to develop a sense of belonging and ownership within the whole school where issues can be raised and discussed freely
- time for planning and curriculum is provided to all staff
- responsibilities are allocated so as to draw on the experience and individual strengths of staff and time given to support development and implementation

### **Governors, parents and carers**

- to ensure all visitors and members of the school community are shown care and respect
- to work together in true partnership for the benefit of all of our children and families
- to work together when analysing the strengths and weaknesses of the school in order to strive for excellence

### **Wider community**

- to ensure we build stronger links with the Infant and Secondary schools
- to ensure the school is an integral part of the local community
- to ensure a sense of wider community both within the UK and globally

## **Effective Learning**

Effective learning takes place when children and staff are clear about the learning intention and expected outcome. In exceptional lessons we are able to see the enjoyment and progress of the learners.

We address this by having the following:

- A broad and balanced curriculum - creativity
- Assessment for learning/tracking/positive feedback both verbal and written
- Focused teaching
- Structured learning – differentiation
- Provide challenge
- Provide for diverse learning styles
- Engagement and motivation – pace
- Extra-curricular activities

## **The learning environment**

The physical environment has a significant influence on learning. It gives our children a clear message about how we value them and how we value learning.

In addition to the requirements outlined in appendix, all classrooms will have:

- Learning Objective clearly shared and referred to throughout the lesson to ensure children understand what they are learning
- Tool kit in writing to be stuck in books for the beginning of each genre of writing and also placed on the working wall
- The Maths and English working walls to be current (blue Maths / cream English) all other boards must be celebrations of children's work demonstrating high quality
- Grammar words to be displayed for current year group
- Classrooms & displays to reflect the past / current topic and novel
- Marking is targeted to their next step in learning, leading to securing age related expectations
- Curriculum displays include statements and questions to highlight key learning points
- All staff to be vigilant re the quality of display e.g. tatty borders to be replaced
- Layout of classroom supports inclusive, interactive teaching approach and tables to be in a horse shoe figuration. The tables are arranged in this way to ensure teachers can apply flexible seating in response to children's learning needs, ensuring all learners are on task and to manage behaviour more effectively.
- iPads in each room to be kept charged and accessible and not to be shared.
- Reading areas to be current with Novel Study creating an immersive reading environment
- All rooms to have a board with Handy Helpers
- **Classrooms to be tidy and clutter free with resources well organised, clearly labelled and accessible. If resources are taken from central storage, please return**

See list of non-negotiables for all classrooms (Appendix 1)

These clearly state the expectations of all teachers in their classrooms with indicators on current progress towards meeting all the expectations.

## Appendix 1

### Learning Environment Non-Negotiables

Year Group:

Class:

<b>Non-Negotiables</b>	<b>Evidence</b>
English Working Wall – cream backing paper. Each wall to show 'what a good one looks like' in terms of writing.	
Maths Working Wall – blue backing paper and maths resources accessible in all lessons	
Handy Helper display to be evident	
6Rs poster to be displayed in classrooms and referred to. No separate display required	
School code of conduct displayed	
Displays – to be interactive and clearly labelled (cursive) Accessible vocabulary relevant to the current topics including grammar non-negotiable for your year group	
Displays which are a majority of children's work reflecting the current topic	
Reading Areas – to be stimulating and inviting for all children with a wide range of books reflecting class novel	
Reading Bingo Board to be displayed	
Dictionaries and thesauruses accessible and used regularly	
Tidy table-tops / cupboard tops/ teacher's desk / windowsills	
Ease of accessibility to computers / IPad / charging station	
Access to labelled resources which are stored in a tidy manner	
On teacher's desk / wall a copy of class timetable and planning for core subjects	
All teachers to have spare supply of pens / pencils etc (CC to provide) so children do not leave classrooms to get them	
All classrooms to have a reflection table (uncluttered) with reflection thermometer	

## **Appendix 2**

### **Teaching and Learning Check List**

(The Teacher Standards)

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
  
- 2. Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study
  
- 3. Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
  
- 4. Plan and teach well-structured lessons**
  - impart knowledge and develop understanding through effective use of lesson time
  - promote a love of learning and children's intellectual curiosity
  - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - reflect systematically on the effectiveness of lessons and approaches to teaching
  - contribute to the design and provision of an engaging curriculum
  
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
  - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### **Appendix 3**

#### **WORKING WALL**

A working wall is:

- Situated close to where I most often teach
- A place where children can find key information about their current learning
- Added to over a series of lessons to show the learning journey
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- Explicit acknowledgement of children’s contributions
- A place that has visual impact
- Confidence building
- Constantly used and referred to
- A place for planning / structure of children’s work
- A teaching aid reinforcing teaching points
- A place for modelled writing in cursive script

A working wall is not:

- A display
- A permanent fixture
- A receptacle for every bit of information relating to a topic/ series of lessons

## Appendix 4

### Marking

Green (good) Pink (to make you think)	In English - Green and Pink highlights to be used to indicate what the child has done well and what needs to be improved against tool kit.
	All work to be marked in blue pen.
	Check this punctuation / grammar
	This word is spelt incorrectly.
^	Insert additional text
T	Check the tense
*	Any additional teacher comments
?	This section does not sound right or it doesn't make sense.
[ ]	This section needs improving.
/ /	A new paragraph should start here.
VF	Verbally given feedback during the lesson, spoken to the child re improvements
Dojo	Dojo point given in book reason must be stated
CT	Guided Group work or marked by class teacher
TA	TA assisted work
S	Supply teacher

## **Appendix 5**

### **Non Negotiables Maths**

Prior learning assessments are completed and stuck in books at the start of the unit of work. No White Rose end of term tests to be completed as progress will be seen in books.
An S plan (arithmetic and Maths) from each year group (overview of unit) needs to be photographed and dropped into the planning file at the start of a unit of work,
DUMTUM will be evident in all books, a ruler is to be used for all lines (short date).
Whole class teaching to be differentiated by scaffolding to ensure all groups keep up (objectives take from the appropriate year group). No child should get all of their learning right every day because this would indicate a lack of challenge.
Sheets to be stuck in books by the children (unless photos need printing after lesson). A3 sheets will be folded in half and stuck in books.
Erasers can be used in books
All maths work to be marked daily (2 quality marks per week). If presentation is untidy, this should be challenged in the marking to ensure that children always hand in their best work. Teachers must model the expectations of presentation
Marking slip to be stuck in books when the concept has been achieved, teacher to highlight the relevant section of the slip, children to respond every day in green pen. If support is highlighted, it needs to state what support is needed and the misconception,
Pre teaching / addressing misconceptions will be taught outside of the lessons.
Working wall to be to the agreed format.

### **Non Negotiables English**

A medium term plan identifying the learning journey through the class novel will be displayed in the staffroom and sent to the subject leader. An S plan from each year group kept in the planning file at the end of the unit.
Writing: Use green highlighters to highlight specific successes linked to the tool kit for that lesson. Use pink highlighters to identify further areas for development.
Marking code should be used on every piece of work.
Marking must be accurate and reflect good subject knowledge.
Teachers must model the expectations of presentation.
If presentation is untidy, this should be challenged in the marking to ensure that children always hand in their best work.
Children must respond to feedback at the beginning of every lesson using green pen and teachers to check green pen edit.
The independent piece of writing will be written in the English book (minimum of 2 per half term)
DUMTUM will be evident in all books; a ruler is to be used for all lines. The long date will be used in English and reading journals.
All children will write in pencil, in English, unless they have been awarded their black pen. If standards decline children are to revert back to pencil until standards improve.
Mistakes should be crossed out with one line in English with a pen and rubbed out neatly if in pencil.
All sheets will be stuck directly into the child's book at the end of every lesson.
Pre teaching / addressing misconceptions will be taught outside of the lessons

## Non Negotiables Reading

Guiding reading will be planned using VIPERS skills using the agreed template.
When planning reading ensure you plan for the variety of text types, every half term the following should be covered: Fiction, non-fiction, poetry / song lyrics, pictures
Teachers to plan high quality question stems from the assessment papers and Blooms taxonomy.
Children to use the APE structure once per week in their reading journal.
All reading journals to be marked daily using the marking code and a written comment once per week. This could be a positive comment, a next step or an additional question.
If children mark their own comprehension then a mark scheme must be displayed and teachers need to check the answers.
When children do not read at home, class teacher must read with them.
Each class will maintain a reading folder tracking the number of children who have read at home. This folder will contain all benchmark records and the individual reading logs.