



to Teaching, Learning and Assessment

At St Alban's School, teaching is inspiring, innovative, creative, and develops a depth of knowledge and understanding which prepares children to be lifelong learners, mastering their skills across the curriculum.

All mastery learning experiences follow an inquiry approach and begin with an activity or question as a 'hook', which engages the children. Then through a direct teaching model, using precise, well-structured teaching methods and varied and tailored quality resources, the children are taken on a learning journey which encourages them to develop and practice skills, and start to question further and make links. The teacher then skilfully questions, probes and scaffolds learning activities to deepen the understanding of children and allow them to master their skills in all subjects. From this, children investigate, reason and create, applying their skills in a variety of ways and linking their learning across the curriculum to produce quality outcomes.

Throughout the learning process, through the use of the Golden Ticket 3 ticks system, the adults, children and their peers are assessing their progress every step and children are acting on the feedback they receive, deepening their knowledge and understanding in every session.

HOOK – DIRECT TEACH – PRACTICE SKILLS – FLUENCY ACHIEVED – MASTER (Reason/Problem/Investigate in the maths/sciences/computing and Create/Write/Produce in the arts – writing, art, DT, Music etc.

Teaching

Teaching outlined above is planned for on the documents outlined below (saved on Teacher Server/Curriculum/Planning), which are printed off and kept in the appropriate folders in each classrooms as working documents for all adults working with children in the class and to support the monitoring process for leaders monitoring teaching and learning.

-  Termly topic overview (includes English and Maths)
-  Termly topic medium term planning (includes an English writing overview linked to the topic and focus book)
-  Writing block planning (3 weekly short term plan includes GPS and spoken language – year group specific)
-  Reading weekly planning (1 weekly short term plan includes spoken language – year group specific)
-  Maths planning overview (White Rose yearly plan)
-  Maths weekly planning (1 week short term plan includes activities from White Rose, NRich and NCTEM)

Documents to support the planning for this learning include:

-  Foundation subject skills overview (Separate KS1, LKS2, UKS2)
-  Yearly Science overview
-  Yearly PE overview
-  Genre coverage for writing
-  No Nonsense spelling Y2 – Y6
-  White Rose Maths Scheme

The school subscribes to Twinkl, Mymaths and Oxford Owl which enables all staff to access online teaching and learning resources. See DHT responsible for Teaching, Learning and Assessment for passwords to these. Books can also be ordered to enhance teaching and learning through the Schools Library Service. See the Pupil Manager, Jane Hays in the Office to order library books.

Learning

At St Alban's we expect all day every day to be a learning experience and we want to nurture life-long independent learners. In order to do this, all areas of school encourage and showcase children's learning. The following is evident:

Pupils Work

Work is exceptionally well presented, using age related cursive script, showing that pupils take pride in it.

Dated Golden Tickets are used to assess children's learning against clearly layered objectives.

For longer writing, must, should and could objectives are outlined within Writing Golden Tickets.

Evidence of mastery and deepening is evident.

Evidence of challenge is evident eg. Further question or corrections completed and marked

There is a varied range of high quality work.

In discussion, pupils can articulate their learning/understanding within a lesson.

Evidence in pupils books shows progress over time.

Pupils speak in full sentences using high quality language which is modelled by the teacher.

Marking and Feedback

1, 2 or 3 ticks on the Golden Ticket accurately reflect the outcomes in the children's work for adult (green), peer (blue) and child (pen or pencil/purple after improving).

Written feedback or challenge questions are written in the school's handwriting style in green.

Steps to success in writing are used to highlight successes, and target areas for development, with simple structures provided where necessary

In more detailed marking, reference is made to previous development points.

Pupils respond to the marking/feedback by completing corrections or challenges or editing in purple.

In writing, the following codes are used by adults and peers marking: In the exact place in Autumn Term, at the beginning of the line in Spring Term and at the end of the paragraph in the Summer Term.

S – incorrect spelling

P – incorrect/absent punctuation

G – incorrect grammar eg. Doesn't make sense or the wrong word is used

Learning Environment

The classroom is inviting, visually stimulating and tidy, including the teacher's workstation

The writing display has a high quality text in the current genre which is annotated and the main features are visibly identified

The relevant GPS words and symbols are displayed with definitions or examples

A simple, compound and complex sentence display is visible in the classroom with examples

Inviting reading corner with recommended authors, key comprehension questions, soft furnishings and zoning to separate it from the room.

White Gold is on display outside the classroom and updated half-termly

Year group common Misconception/Red words/Irregular spelling rules are displayed

The maths display is interactive and challenging and linked to the current concept, including structured imagery and challenge questions.

When the next maths concept begins, the display for the previous concept is shrunken and kept visible on the display board

The class has a designated board in a corridor/central area where pupils' work is displayed, rather than in the classroom

Structured imagery, including Numicon, are evident on display around the classroom, providing strong models for conceptual understanding and securing numerocity.

(Collective worship) There is a high quality focal point linked to the current season within the liturgical calendar.

The RE display is of exceptional quality and includes the current appropriate colour for the time of year, key vocabulary, key questions and often pupils' work.

Topic displays are innovative, often 3D and use captions effectively to generate interest.

One corner of the classroom will be a 3D themed feature. This will be something related to a current topic or current whole class text that will literally come out of the wall to bring the learning to life. Role play areas will be topic linked in FS2/Year 1

Widget symbols and visual timetable are on display to support SEND pupils.

The classroom is dyslexia friendly (e.g. mind-mapping tools, key lists)

Albans achievements and House Team names are displayed

Class charter, core values and roles and responsibilities are displayed

High quality, printed text is used rather than handwritten. Where the handwriting font* is used, this must always be used correctly and never incorrectly joined.

Resources

Resources and equipment are highly organised, clearly labelled and accessible to pupils which allow them to make choices about what they need to use master their skills.

Tables are suitably equipped (writing pencils, colour pencils/crayons, glue, rubbers, sharpeners, rulers, dictionary key words) and tidy

***Please note that the checklists represent the minimum expectations; teachers should also be prepared to innovate to enhance what is already in place in their classroom ***

School handwriting and presentation

Please remember that this is not a font just to be used as a font. It is our scheme for handwriting. The handwriting font will be used frequently for display materials and resources for children (not for documentation for staff). Where the font is used, it will be used so that the letters are joined appropriately. Incorrectly joined script must never be displayed as this is not a good model for children. All letters, including ascenders, are written from the 'flick' on the writing line up and have both 'flicks' (from the start to the end of each letter). Where this is not possible eg, joining r to o then the consecutive letter will be joined from where the previous letter ends. Capital letters are NEVER joined. Descenders do NOT join to a consecutive letter only eg. No loops. A capital I will always be 'top and tailed'.

Where the date is written, (not needed where there is a Golden ticket as the date will be on this) it will be written to the left in long hand for all learning except Maths where the short date is written eg. 12.3.17. A line is then left before the title which is centralised. None of this will be underlined.

Celebrating Learning, including the school website

Gold Awards and class Assemblies

Class and Corridor Displays

School Website

Assessment

Assessment for learning is expected in every lesson by adults and children and their peers. Mini-plenaries will allow children to consolidate, correct any misunderstanding and provide them with opportunities to question in order to accelerate their learning. A variety of assessment for learning strategies are used to ensure all children can engage in this. Golden Tickets are used for every lesson in order to track progress made daily and provide children with the immediate feedback in order to know their next steps.

Teachers update and annotate planning daily in accordance with the outcomes of pupils and plan weekly taking into account the children's skills. A mini-pre assessment the previous week or previous session may be carried out where 'new' learning for that class is to be planned for to ensure that the pitch is correct. All planning should be at year group level with support through resources, scaffolding, a pre-teach or a consolidation intervention to ensure those children who find it difficult, can access the year group objective.

All ongoing formative assessments are inputted weekly into the online EMAG assessment system. Weekly spelling and mental maths/tables checks are carried out results inputted into EMAGs. Half-termly RWI and other summative assessments for focus children are carried out. Termly summative assessments are carried out, score and teacher assessments are inputted into EMAGs. This data is analysed by class teacher and SLT and discussed at pupil progress meetings whereby new focus groups and interventions are arranged for the following term to ensure good

progress is being made by all children termly. See the Teaching, Learning and Assessment Leader for updates of assessment tools to be used. See Assessment Overview for yearly planned dates and further detail.