



Kiwi Primary School

Teaching & Learning Policy

SOAR

- We **S**trive for success
- We **O**wn our actions
- We are **A**mbitious
- We are **R**espectful, reflective and resilient

Introduction

Every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives.

It is our aim that every pupil can look back positively on their school experience having reached the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills, underpinned by our school values based upon 'SOAR':

- We **Strive** for success
- We **Own** our actions
- We are **Ambitious**
- We are **Respectful**, reflective and resilient

These values are the bedrock of everything we do. They are the characteristics that we aim to foster in our pupils every day through our teaching and learning practice, so that by the time they leave school they will be confident, resilient, responsible and successful citizens.

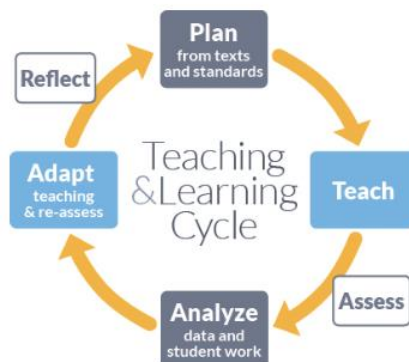
Kiwi Primary School will strive continuously to improve the quality of teaching and learning for all its pupils. We will foster and develop a vibrant and self-improving teaching and learning community that recognises and values teacher professionalism. We will actively look to adapt, refine and improve our teaching approaches utilising best evidence from trusted external research about the context in which we work.

Scope of this policy

We believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:

1. Pedagogy: *How we teach*
2. The curriculum: *What is taught: knowledge and skills*
3. Assessment: *How we know what has been understood and retained; **IMPACT***

This policy aims to define how these elements fit together to provide an effective teaching and learning offer. How they are linked together can be summarised as follows:



1. Pedagogy

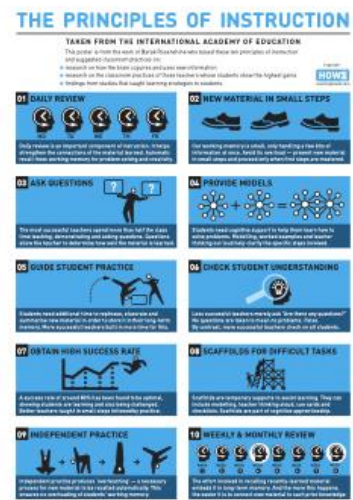
| Pedagogical Understanding | Professional Behaviours |
|--|--|
| <p>Kiwi Primary School staff:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. • Have a secure knowledge of the relevant subject(s) and curriculum areas. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. • In the teaching of early reading, demonstrate a clear understanding of systematic synthetic phonics. • When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. • 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. • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | <p>Kiwi Primary School staff:</p> <ul style="list-style-type: none"> • 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. • Take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • 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. • Develop practices in line with direction and leadership of the school. |
| Emotional Intelligence (Classroom Climate) | Learning Environment (management and resources) |
| <p>Kiwi Primary School staff:</p> <ul style="list-style-type: none"> • Promote a love of learning and children's intellectual curiosity, maximising opportunities for metacognition. | <p>Kiwi Primary School staff:</p> <ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect. • Have clear rules and routines for behaviour in classrooms. |

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| <ul style="list-style-type: none"> • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | <ul style="list-style-type: none"> • 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. |
|---|---|

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including [cognitive load theory](#), and are designed to give direct links from research into practice.

Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review



See Appendix 1 for further detail.

At Kiwi Primary School we facilitate these principles through:

- Structured sessions with clear routines that identify and address gaps and misconceptions through targeted interventions
- an emphasis on verbal, formative feedback that is immediate
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- Planning templates with clear expectations for scripted modelling and success criteria for new knowledge
- Focus core skills and 'deepening skills' so all learners can succeed
- Regular opportunities for recall and review of previous knowledge
- A timetable with short, focused sessions
- Opportunities for developing positive learning behaviours
- Ensuring consistency across classes in year groups to ensure equal learning opportunities for all

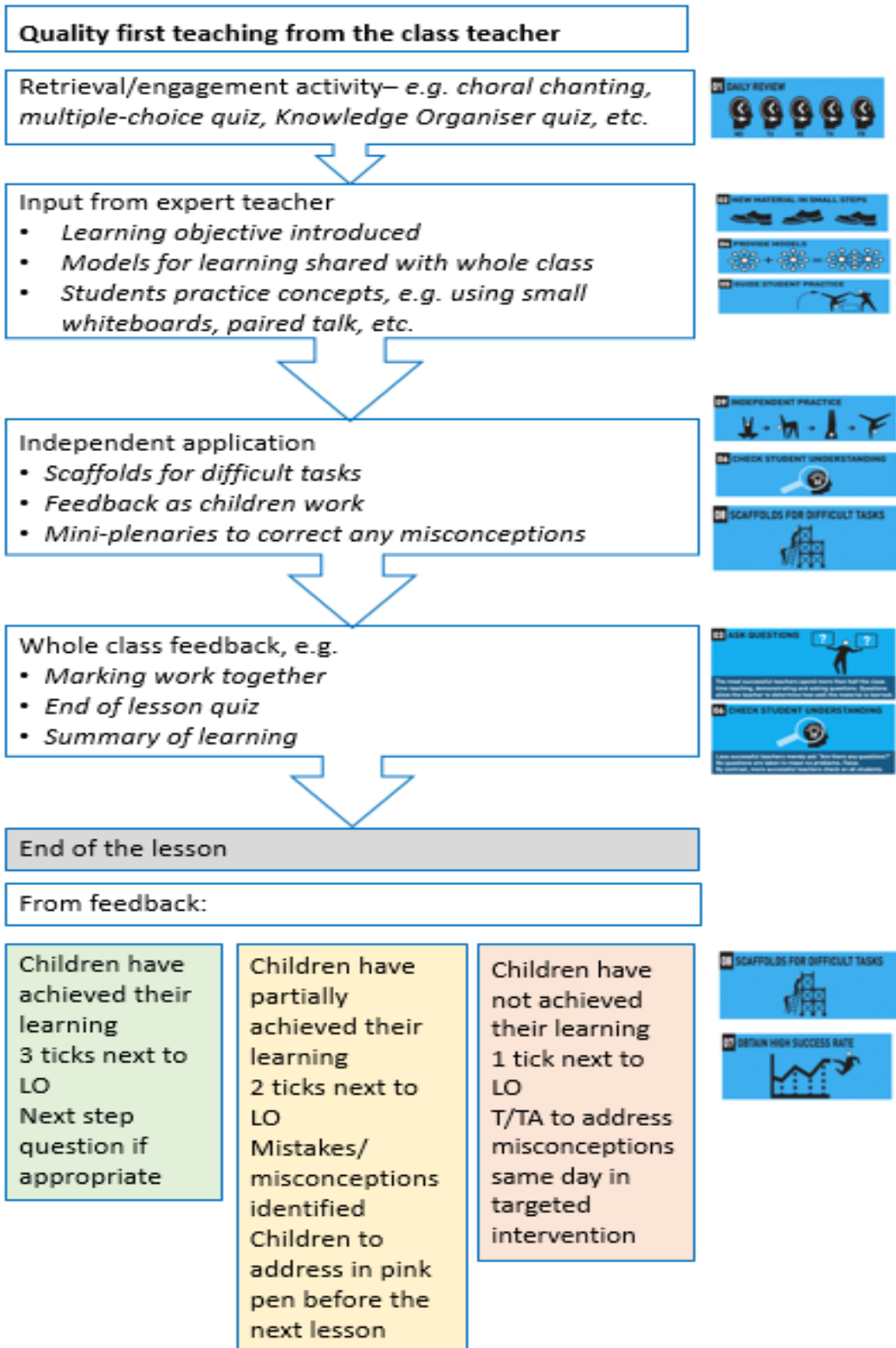
Classroom routines and processes: *Rosenshine in action*

*At Kiwi Primary School, the primary role of **all** adults is to facilitate high-quality learning opportunities according to the principles outlined above.*

The flow chart below indicates how this is achieved in a typical learning session. The expectation is that all teachers will follow this routine, every day. Assessment for learning is at the heart of the learning process.

The poster will be printed and displayed in all classrooms to guide T&L process.

Teaching and Learning Sequence linked to Rosenshine Principles of Instruction



At Kiwi Primary School, feedback will be same day and immediate where possible.

Expectations for marking and feedback

Oral Feedback

Oral feedback, in the course of a lesson, will focus firstly on the learning objective and success criteria and secondly on other features deemed relevant.

Formative Feedback / Marking

Any written feedback from teachers is provided using a green pen and pupils can self-correct their work using a purple pen.

Literacy

- Up to 3 ticks against the LO to show how well it has been achieved.
- Lower KS2 – punctuation and spelling codes in margins
- Upper KS2 – punctuation and spelling codes at end of paragraphs/page
- Self/peer assessment using answer sheets using pink polishing pens.
- Extended writing – 1 star and a wish
- Pink assessment books – ticked (assessment is done via the writing criteria)

Marking Codes - Literacy

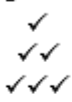





| | |
|---------------------------------------|---|
| Ticks against LO/SC ✓ ✓✓ ✓✓✓ | Getting there Nearly there LO met |
| (T) | Learning supported by the teacher |
| (TA) | Learning supported by the teaching assistant |
| (I) | Learning was independent (learning without a code was completed independently) |
| (KP) | Kiwi Point for the piece of learning |
| (V) | Verbal feedback has been given. This symbol is accompanied by brief details eg paragraphs or capital letters. |
| (PA) | Peer assessed (PIP used, teacher acknowledged) |
| ~~~~ or sp | Spelling error |
| ☆ | Specific praise |
| ☁ | Next steps |
| // | New paragraph |
| ^ | Missing word or words |
| ○ | Punctuation missing or used incorrectly |

Mathematics

- Up to 3 ticks against the LO to show how well it has been achieved.
- Self/peer assessment using answer sheets using pink polishing pens.
- At least once a week quality mark (See appendices for suggestions)

Marking codes - Maths

| | |
|--|---|
| Ticks against LO/SC  | Getting there Nearly there LO met |
|  | One number in one square |
|  | Correct answer |
|  | Reasoning question |

Foundation Subjects

- Up to 3 ticks against the LO to show how well it has been achieved.
- Add a question or comment if appropriate. (Science – minimum 3 questions per Science topic)

When marking work in foundation subjects, marking will be against the objectives for the foundation subject e.g. history or geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case, the teacher will always challenge the child to improve their work ensuring high expectations at all times. There is an expectation in the Science curriculum that scientific vocabulary will be spelt correctly and consistently.

Where work has been marked time should be given to the child to read and where appropriate respond to the marking.

Achieving a high success rate is critical if learners are to embed their knowledge and progress. Therefore, if less than 80% of pupils achieve the LO independently during the session and after intervention, **the session will be retaught**. Members of the SLT will support teachers to ensure lessons are effective and achieve a high success rate, but the responsibility will always be foremost with class teachers to ensure that they teach to an appropriate pitch, in line with our curriculum and follow the Rosenshine Principles of Instruction.

Target Setting

Writing:

In Key Stage 2, targets are set for writing once a term to ensure pupils receive a tailored curriculum that meets their needs. These targets are reviewed after each piece of independent writing completed in the pink writing assessment books. These books follow pupils through the school to allow for progression and development to be monitored.

Pupil Progress:

Pupil Progress Meetings (PPMs) are held once a term (September, January and May). Pupils needing extra support and/or interventions are identified and tracked at each meeting to ensure their needs are being met. This ensures no child falls behind and everyone can achieve success.

Monitoring processes

Senior leaders will complete book looks once per half term linked to their area across the whole school. During this they will assess the use of marking and feedback used by the teachers and ensure it is linked to the expectations of the school.

Each year group will get an opportunity to discuss with the senior leader how they use the marking and feedback to inform their assessment judgements. There should be evidence that the intervention sessions are appropriately matched to the children and that they are having the opportunity to access GDS (greater depth) work. Senior leaders will ensure that the children's next steps are linked to their learning.

2. The Curriculum

Our curriculum is bespoke to Kiwi Primary School and was designed to address the needs of our pupils and their context. There is a strong emphasis on developing core skills in English and maths with opportunities to apply them across the curriculum. The Rosenshine approach flows through the curriculum. Regular recall means that pupils' knowledge is built progressively and coherently.

All curriculum content has been chosen and is viewed through the lenses of our school values.

The curriculum builds cultural capital by providing powerful knowledge and opportunities to share and communicate this knowledge using subject-specific skills.

Resource Base Curriculum Organisation – The Complex Needs Resource Base – Ohakune class – has a range of learning spaces in which children can thrive and gain the skills and knowledge they need to progress through their education. The specialised classrooms enable the team to provide individual children with personalised experiences based on their particular needs. This is achieved through a combined approach of informal and more formal learning. The curriculum is tailored to each child – their needs and interests being of paramount importance.

Learning objectives are drawn from a range of sources including the Early Years Foundation Stage and Development Matters documents, the National Curriculum and linked specialised resources. These are organised to meet the provision maps and targets set out in each child's

Education and Health Care Plan. Each child will have their own visual timetable to help guide them through their days with a careful balance of sessions which is adapted to needs over time.

This enables all children to have a personalised, highly engaging, multi-sensory approach to their learning. A variety of targeted and specialised approaches are used including Attention Autism (Bucket Time) sessions, Intensive Interactions, the TEACCh approach and Sensory Stories. These are supplemented by language and communication approaches including Colourful Semantics, Makaton and a huge range of visual supports.

The learning spaces within the Resource Base include an informal classroom, a more formal TEACCH classroom, a multi-sensory tent, a large sensory swing and a covered outdoor area. There is also access to wider spaces within the main school including the Physical Education hall, cookery spaces, the library, our woods and playgrounds.

In the Resource Base teaching and learning starts with the positive relationships between adults and children. From these learning can flourish and children can thrive.

EYFS Curriculum Organisation – The EYFS curriculum is based on child initiated and adult led activities which is planned through topics that will encourage a broad and balanced curriculum. The adults create an enabling environment for the children to explore and that interests them. Within our child initiated learning, we teach in the moment. The adults facilitate child initiated learning through questioning, modelling, demonstrating, narrating, modelling new language, explaining and exploring. The children in EYFS will learn through the characteristics of effective learning and the seven areas of learning and development.

KS1 Curriculum Organisation – The starting point for the curriculum each term is a story. Writing is then taught based on learning the story and its key features and being immersed in the story language. Our approach is based on the key principles of how children learn and enables them to imitate the key language they need orally before reading and analysing it. Through fun activities and oral rehearsal, children internalise the text structures and language patterns before putting pen to paper. Children then work through 3 stages: Imitation, Innovation and Invention, with the aim of the whole process being to create independent, enthusiastic authors.

A broad and balanced curriculum is then developed through themes which relate to the focus story each term. This is so that children can develop a curious and questioning mind based upon vocabulary and events from the stories and develop a thirst for knowledge as they explore the curriculum to find answers to their questions. This enables the children to acquire knowledge and skills across the curriculum whilst deepening and embedding their understanding of the vocabulary and content of the stories they are learning.

In the curriculum there is a focus on creativity and an enquiry based approach. Questioning is used to ensure children understand what they are learning and that 'sticky knowledge' is embedded. Subject Leaders identify opportunities to weave metacognition through the curriculum.

KS2 Curriculum Organisation - The planned curriculum fosters curiosity and creativity enabling children to explore their own ideas as well as using investigative skills to learn more about the

world in which we live. Our planned curriculum is separated into six themes that drive the work for each term. They are: Take One World, Take One Book, Take One Picture, Take One Scientist, Take One Artefact and Take One Culture. Each theme is led by a 'driver' subject which may be Science, History or Geography with other subject themes carefully selected to enhance, support or provide context for further learning in order to strengthen schemas. Other subjects may be taught discretely.

Our curriculum design is knowledge-rich and tailored to suit the interests, experiences and needs of our learners. Our community experiences high levels of mobility so our approach enables our pupils to learn in a fresh and interesting way. Subjects are taught discretely and links between subjects are fostered to maximise learning opportunities and enable learners to be motivated, engaged and excited by learning and maximise the opportunity to make stronger connections with the world around them.

Meaningful curricular links are made with the local community and emphasis is given to children engaging with current affairs. This enables our children to question and have an awareness of the world around them.

In core subjects we have chosen schemes that align with the Rosenshine approach, our values, and our commitment to developing core skills. Examples of this include:

- Maths mastery: We follow and adapt the White Rose Maths Curriculum. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of concepts. Regular opportunities for reasoning demonstrate understanding and develop pupils' mathematical articulacy.
- EYFS and KS1 use Little Wandle Phonics: The Little Wandle Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS and KS1. Pupils are taught phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. All children are given the opportunity to practise and embed their skills through 'bumping' into Phonics opportunities throughout the curriculum.
- KS2 use No Nonsense Spelling: This programme builds spelling skills embracing knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

For further information on our curriculum and its intent/ implementation, please see the Curriculum Overview documents on the school website: www.kiwi.wilts.sch.uk

3. Assessment

At Kiwi Primary School, assessment is an ongoing process that we believe is fundamental to effective teaching and learning.

Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing (e.g. multiple choice quizzes), feedback (verbal, written) and planned, informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum. Assessment approaches are differentiated to capture attainment of all learners, including that of vulnerable groups.

A. Formative Assessment practices ('assessment *for* learning') are part of everyday classroom routines in lessons through:

- Chunking new learning and using mini whiteboard assessment activities with the whole class to capture progress and address misconceptions
- Targeted key questioning
- Multiple choice quizzes
- Low stakes assessment tasks, e.g. NCETM maths assessment activities
- Peer and self-assessment
- High quality questioning
- Peer and group work is also used as formative assessment opportunities.

B. Summative assessment ('assessment *of* learning'):

- Termly standardised assessments e.g. White Rose Maths Assessments, PIRA
- Independent writing task (6 times a year)
- Regular phonics assessments during KS1
- Practice SATs papers (Y6)
- Statutory assessments: Reception Baseline Assessment; Y1Phonics screen; SATs; Y4 multiplication tables check

Attainment descriptors

Core subjects:

Pupils are assessed at the end of every term against a set of criteria in Reading, Writing and Maths. These criteria have been developed to give a clear set of attainment characteristics for ARE in Autumn, Spring and Summer (end of year expectations).

The descriptors have been grouped so that they reflect content taught at that stage in the year. Some statements have been coloured bold to indicate that they are 'non-negotiable' in terms of defining ARE. For all other statements, the majority must be achieved for a pupil to fulfil the criteria for that stage.

The descriptors act as a guide for the knowledge and skills that should be taught in that term in that year group and are cross referenced against assessment tasks. This information is then recorded on Insight.

Non-core subjects:

Learning in foundation subjects is defined in each unit:

1. Core learning – those skills and knowledge that are the ‘sticky knowledge’ pieces of learning in that unit. These link to the skills progression maps in each subject and ensure that pupils are being given explicit exposure and modelling of subject specific skills. These are defined in each units cover sheet documentation, knowledge organisers and lesson plans:

2. Deepening concepts: These are the ideas that may underpin the core learning or provide abstract links to other subjects or contexts, for example linking a theme in a period of history to the modern day. Lessons will expose pupils to these links and prepare pupils to complete a high-quality final outcome that shows what they have learnt.

Formative assessment, to inform future teaching and learning, is at the heart of practice in foundation subjects. A typical unit will be 6 weekly lessons, with formal and informal assessments built into schemes of learning as agreed by SLT and Subject Leads.

As for core subjects, skills are defined for all year groups. At the end of each term these are used by teachers to define attainment. Teachers may also use knowledge organisers for each unit to assess pupil knowledge. Just like core subjects, this information is then recorded on Insight.

Formal assessment process (end of term 2, 4 & 6)

1. Teachers compile teacher assessment evidence (books; attainment descriptors highlighting; evidence from assessment tasks);
2. Pupils complete standardised assessments;
3. Moderation (staff meeting/ inset):
 - a. Reading; b. Writing; c. Maths;
4. Data upload to Insight (internal): all subjects;

| | |
|--------------------------------|---------------------------|
| Written by: | Laura Eatherington |
| Policy reviewed (date): | Sept 2023 |

Appendix 1

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

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01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

