

Threemilestone School

Teaching & Learning Policy 2018

Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.
We expect all our team members to share this commitment.

1. The TMS STAR curriculum

Learning is the core purpose of the whole school and is a shared commitment. At TMS we recognise that learning involves children, parents/carers, staff, governors, the community and TPAT, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

- Instil love of learning where everyone is a learner.
- Excite and inspire children through the TMS STAR curriculum: Stimulating, Team based, Aspirational, Relevant.
- Respect, value and understand all pupils, finding opportunities to celebrate strengths and talents.
- Celebrate the journey of learning and the progress made (ipsative referencing) and provide resilient learners with a `can do `attitude.
- Support and nurture the mental health of all learners.
- Provide a calm, safe and exciting physical environment.
- Develop curious learners, valuing thinking and questioning skills.
- Develop lifelong learning dispositions: resilience, reciprocity, responsibility, reflectiveness, resourcefulness.
- Value respect, integrity, honesty, equality, tolerance, trust, fairness.
- Promote diversity in society, contributing positively to society and the community.
- Use flexible groupings and seating arrangement to encourage team based learning (mixed ability and mixed gender) and to maximise learning outcomes
- Use a cross curriculum approach, where all subjects are linked to the STAR area of learning. Learning may also be blocked across the timetable to encourage deep learning.

- Use a skill based curriculum to ensure progression and a deep understanding of specific skills.
- Include and challenge all learners with a range of differentiated learning.
- Build in a varied programme of residential opportunities from years 2-6.

At TMS, the year overview changes and is reviewed on an annual basis, taking into consideration local, national and international events. The timetable is flexible, to encourage deep, immersive learning and to encourage children to have some ownership of the direction that they want their learning to follow. There will be opportunities to share learning outcomes with families through assemblies, open afternoons or other events.

2. The TMS Model of Learning

At TMS we aim to provide consistent learning opportunities across the school. Having a model of learning, bespoke to the school and created by staff, creates a scaffold to provide the best possible learning opportunities.

<u>TMS STAR/SPACE MODEL OF LEARNING</u> <u>Non negotiable default practice</u>	
S	<p><u>SUPPORTIVE, SAFE and SECURE</u></p> <p>Staff understand the individual needs of all pupils Staff welcome children in the playground or on the door every morning Positive behaviour policy with an emphasis on choice and separating the child from the behaviour, ensuring pupils feel safe Interactive learning displays, supporting children with learning (examples from previous lessons) Flexible table layout Carpet places and place in movement line contribute towards security whilst changing regularly Use of music to calm or motivate 'Can do' classroom climate; it is safe to make mistakes Staff are role models and have strong relationships with all children Access to water Mornings boards with challenges, news, timetables of day, quotes etc on display to welcome children</p>

P	<p><u>POWERFUL LEARNING</u></p> <p>WALT – We are learning to know/be able to/understand – explicit and broken down to children (possibly with actions & repetition) Focus on the learning gain within a lesson, not the activity Teaching style is multisensory and varied to suit the purpose Teaching is contextualised and part of a journey – what is the big picture? Why are we learning this? TIB? (This is because...?) WIIFM? (What’s in it for me?) WAGOLL (What a good one looks like) Include music and movement/actions May begin with a ‘starter’ to warm-up with children – linked with learning Children are sat in places which enable them to succeed, in the majority of cases, children will be seated on the carpet TAs used effectively, sat by children, assessing, questioning, with resources Peer talk – effective questioning Pupils accountable – no hands up and targeting questioning SUCCESS CRITERIA – learning based (not activity) What do I need to do to get the WALT MODEL THE PROCESS – WAGOLL (Use TAs for dialogue and modelling the process)</p>
A	<p><u>ACTIVE GRAPPLING</u></p> <p>Flexible groupings based on prior assessment High quality peer learning Grappling is a physical process – it’s hard Children are resilient and resourceful Range of resources in class to support Class teacher and TA focussed learning – need to have impact, not fire fighting All children grapple with an adult in the week and all children, including children on the RON have opportunities each day to grapple independently ICT forms a part of the regular learning opportunities</p>
C	<p><u>CURIOSITY and CHALLENGE</u></p> <p>Does the learning promote curiosity? All children are challenged</p>

E	<u>EXPLORE - NOW and NEXT</u>
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E	<u>EXPLORE - NOW and NEXT</u> Plenary – reflects on the learning journey in that learning session Explicitly revisit the WALT Put the learning in a different context? Where is the evidence of the learning? Where does this learning fit into the context? Reflect on successes and what next? Self assessment using the TMS emojis
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3. English curriculum @ TMS

We aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within an exciting, creative curriculum (STAR: Stimulating, Team-Based, Aspirational, Relevant), with opportunities to consolidate and reinforce English skills in a variety of subjects.

Pupils at Threemilestone School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

We aim to provide for all pupils so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are finding it challenging and take steps to improve their attainment in liaison with class teachers, teaching assistants, SENCo, SLT, Deputy and Headteacher and parents/carers.

Teachers explicitly teach handwriting within their class and provide additional practise for those targeted. The school use the Nelson handwriting scheme to support the teaching of handwriting. The Headteacher, deputy and phase leaders monitor handwriting and presentation using pupils' books.

Spelling skills and strategies are taught in line with the National Curriculum. We also use the 'Spell Zoo' resources to support the teaching of spellings. Pupils are encouraged to use dictionaries and thesaurus' to become independent spellers.

4. Maths curriculum @TMS

Mathematics equips pupils with a range of essential skills that gives them the power to make sense of and change the world. Our approach in the teaching of mathematics across the school is to ensure that children have fully mastered key concepts relevant to their age and stage as outlined in the national curriculum. Our mastery based approach means that longer time is spent on fewer topics, in a linear based curriculum, so that our pupils are fully immersed in the learning and concepts being taught. We recognise that appropriate challenge is a vital component in securing pupil engagement and as such we will, where appropriate, encourage pupils to select their own level of challenge. Differentiation in this way allows pupils to explore mathematics more fully and in more depth.

Calculation strategies and approaches, along with appropriateness of number and the order of teaching for number facts such as times tables are outlined in our Calculation Policy.

We largely use the materials developed by the 'White Rose Maths Hub' as a basis for our planning and focus on three key areas:

- Fluency - a focus on fluency allows pupils to become confident in the fundamentals of maths. Varied and frequent practice -both procedurally and conceptually is crucial in developing pupils' ability to recall and apply knowledge quickly and accurately.
- Reasoning - developing pupils' ability to reason is the next step in mastery. By developing reasoning skills we enable our pupils to prove and justify answers, whilst thinking critically, systematically and logically.
- Problem Solving - the third step in developing mastery is by exposing our pupils to range of problems which challenge them and make them apply their mathematical knowledge and skills. Problem solving should also allow opportunities for rich and varied tasks which prompt pupils to learn deeper.

We have adopted the language of 'do it, secure it and deepen it' as a way of guiding lessons and sequences of lessons for both teachers and pupils:

- Do it - this stage involves fluency and practice, this should include some conceptual variation e.g. moving the equals sign, look *at what it is* and how it could look differently e.g. representing 10 in different ways and spot the mistake type questions etc.
- Secure it - this stage includes looking at non-examples (what it's not), true or false questions; including explanations of these and reasoning about mistakes.
- Deepen it - this phase is about more complex problem solving, empty box problems, generating questions from given answers, applying mathematical knowledge to unfamiliar contexts and making connections.

At all phases throughout the school the use of concrete and pictorial resources are crucial in supporting pupils' learning before they move onto more abstract ideas. Concrete resources and pictorial resources should be readily accessible to all pupils, in order to build independence.

5. Assessment/ marking/feedback

Threemilestone School have adopted the TPAT policy for assessment to be reviewed in December 2018.

Threemilestone School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Giving feedback intends to serve the purposes of valuing pupils' learning, helping to recognise areas for development or next steps, and evaluating how well the learning task has been understood. Feedback should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked: the learner is actively involved in the process. Research shows that marking and feedback is a crucial factor in pupil learning.

Aims

- To provide feedback to the pupils on their learning outcomes, celebrating achievement and effort against learning intentions as well as clear comments on how to move on their learning (FIT time – focused Improvement time).
- To provide information to support progression in learning through planning.
- To help foster independence in, and responsibility for, the children's own learning.
- To inform parents/carers of children's progress.
- To help pupils know and recognise the standards they are aiming for.

AT TMS we ...

- Use high quality questioning in class to assess children's learning, ensuring that all children are accountable.
- Use verbal positive feedback, giving recognition and praise frequently along with suggestions for how the learning might be improved.
- Ensure that symbols of marking are used consistently throughout the school. Respond to individual learning needs.
- Involve all adults learning with pupils in the classroom.
- Ensure that marking and verbal feedback relates to learning intentions (WALT) and Success Criteria (KS1 use 'WILF'), which are shared explicitly with the pupils.
- Give clear direction on how to improve pupils' learning using 'FIT' time and allocate time in class for 'FIT' time to be effective. Marking for FIT time is an instruction on how to improve the previous learning. Pupils will use purple pens to respond in KS2, and STAR learning in KS1, and in pencil in KS1 maths.
- Mark daily as we use assessment, feedback and marking to inform future planning and individual target setting.
- Ensure that staff are role models in handwriting and presentation and use green coloured pens.
- Ensure that feedback in practical and non-written subjects (like Music and P.E.) should make use of a variety of strategies to assess the pupils' progress.
- Have opportunities to self-assess / reflect on their learning at the end of lessons through comparison to given 'Success Criteria' and through 'marking ladders'. Pupils will indicate their perception of their learning success by drawing one of 3 'emojis' in the margin by their WALT.
- Mark using longer comments written on pupils' learning, depending on the needs and ability of the pupil. These will be 'WWW' (What works well) and 'FIT' (Focused Improvement time) - see below.

- Teachers use a green pen to mark when support has been given in a learning session. TAs use black pen to indicate specifically how support has been given, alongside a stamp.

Feedback in EYFS

Most feedback is verbal. 'Tapestry' is used extensively to record achievements and celebrate them with parents/carers. Parents/carers can feedback on 'Tapestry' too.

When they start to learn to write sentences, their writing will be marked in the presence of the pupil, according to the criteria that they have been taught so far. They will initially be encouraged to use a full stop at the end of their sentence and finger spaces between words and both of those Success Criteria will have their own icons clearly displayed on the board, which will be reproduced on the pupil's writing, and ticked if evident. As their learning progresses, so does the number of icons that will be used in their marking and feedback. In writing books, next steps are recorded where appropriate. Any other pieces of learning are dated and filed in the pupil's learning box.

WWW and Focused Improvement time (FIT) in KS1 AND KS2

The 'WWW' will specifically make reference to the WALT. Any additional praise on other aspects of learning can be acknowledged after that.

The 'FIT' comment will be a specific instruction on how to improve the previous piece of learning.

In KS2, all marking completed by the class teacher is in green pen.

In KS1, the 'FIT' comment is written in orange to make it clearer for the pupils to distinguish. When 'FIT' has been completed, it is marked in green.

Pupils respond to the 'FIT' comment in purple pen (pencil for KS1 maths books) and will be acknowledged by the teacher when completed using green pen.

As pupils move throughout the school, there are more opportunities for independent editing of writing, so less FIT marking and marking codes will be used.

Marking codes in KS1 and KS2

😊 😐 😞 Pupils will write neatly one of the 3 emojis to communicate with the teacher their perception of their learning. This will happen at the end of the plenary, after time given to reflect on progress. This is introduced during year 1.

Spelling corrections KS1

The pupil will need to re-write up to 3 spellings, 3 times, and these will usually be Common Exception Words or STAR words on display (YELL for SPELL). Punctuation is acknowledged by green or orange lines to indicate success or improvement required.

Spelling corrections in KS2

There is a 'sp' in the margin, sometimes supported if appropriate by a line indicating the misspelt word.

The pupil needs to correct the word using their purple pen. There is a maximum of 5 words to be corrected and these words will usually be words which the teacher would expect that pupil to know

Wavy line under a few words - Incorrect word or words 'does this make sense?' Pupil needs to check and correct using purple pen

^ - missing word - pupils need to add the additional word.

P in the margin (supported if appropriate by a line indicating the error) –pupils to correct using their purple pen.

// - new paragraph needed when the pupil edits their writing

Summative assessment

As a formative assessment, Threemilestone School have summative assessments to inform planning and to track groups of learners.

The Statutory assessments are:

- EYFS
- Year 1 Phonics screening
- End of KS1 assessments
- End of KS2 assessments

In addition, we assess at end of Y3/4/5 using NfER assessments in maths, reading and spelling and grammar.

We use 'Target Tracker' for teacher assessment in all subject areas. Teachers are responsible for tracking of pupils in their class and will be supported by their phase leader and SENDCo.

6. Reporting to parents/carers

- The school reports to parents/carers in end of year annual report, including statutory assessments and information relating to progress and attainment.
- Parents/carers have two 'Face 2 Face' meetings a year.
- Pupils on the 'Record of Need' will have additional meetings to set IEP targets at the start of each term.
- Additional meetings with parents/carers at the request of either parents/carers or teacher are welcomed.
- The Senior Leadership Team will report to governors a data summary at the end of the year, focusing in and comparing different groups of pupils i.e. SEN, PP, FSM, HA, gender. This forms part of the annual review with all stakeholders in the September INSET/ Whole School review.

7. Presentation

STAR Learning

- Pupils must underline the date and WALT (if not already presented on a sticker ot handout).
- Up to year 5, pencils are used until they are awarded a pen license for consistently neat and joined handwriting. Pupils who have difficulties with handwriting will have more opportunities to use computer to record learning and this will be printed out and stuck into STAR books. All pupils are given a pen in Year 6.

Maths learning

- KS2 - Margin down the left side of the page.

- Pupils must always use pencil
- Pupils must underline the date and WALT in KS2
- When possible, there should be one digit per box.

8. Subject teams

The STAR curriculum is monitored by teams of subject leaders, the Headteacher and Deputy Headteacher and governors.

The subjects are grouped together to form teams. The teams will work together to provide self-evaluation of each subject within the team, a yearly strategic action plan and a mid year review, before the end of the year self-evaluation – see monitoring and evaluation policy. Each team will have at least one teacher on UPS to lead, drive and inspire the team. Although NQTs will not have subject leader responsibility, they are invited to join a team.

The teams are:

Language team	English, Modern foreign languages
Creative team	Music, Art
STEM team	Mathematics, computing, D&T/Engineering
Wellbeing team	PSHE, PE, Outdoor learning (inc. residential)
Humanities team	History, geography, RE

The teams, alongside Phase leaders, are responsible for monitoring the standards within the phase and subject team by monitoring curriculum overview, daily planning, lessons (if appropriate), books and by listening to pupil voice.

The subject teams will:

- Work with governors to raise standards.
- Constantly champion their subject team, showing passion, motivation, enthusiasm
- Work alongside Pupil Parliament to raise the profile in the school.
- Understand the data trail for the subject, how the subject is assessed.
- Have knowledge of the subject; able to advise on progression of skills and coverage.
- Lead assemblies and create visible displays around the school.
- Ensure the subject is well resourced.
- Consult planning and raise the profile within topic learning.
- Organise whole school events.
- Liaise with other schools: TPAT cluster, local, RLS, Truro college.
- Have a presence on FB and the school website.
- Organise guest speaker and visits, working alongside class teachers.
- Signpost staff to resources/websites etc.
- Organise training.
- Evaluate how to raise standards within their subject.
- Manage budget.
- Take the lead in policy development and the production of planning designed to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their development and implementation planning, and in assessment and record-keeping activities.
- Keep up-to-date through reading and attending relevant courses.

9. Homelearning

We believe that homelearning should be set to:

- Involve parents/carers in their children's learning.
- Take advantage of the home context to apply learning.
- Encourage children to talk about their learning to their parents/carers and explain what they are doing and how.
- Extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies.
- View learning as a lifelong process and not just restricted to school hours.

IN EYFS

Children will be expected to:

- Practice the skills that they have been taught in their phonics lessons.
- Practise reading sounds: tricky words, blending words, letter formation and reading books

The emphasis is on short, but regular periods of learning at home.

In KS1

Children will be expected to:

- Read to an adult daily and this should be recorded in their reading diary. Children will have a reading book they bring home from school each day.
- Practice their sounds and Common Exception Words in their reading diaries.
- Each week children are given homelearning which is differentiated. This will usually be maths based and support the learning completed in the class that week.
- Children are expected to practice their number facts and start learning the 2, 5, 10 times tables in Y2
- Occasionally children will be asked to prepare something linked to the STAR learning.

In KS2

It is recommended that children spend 20 mins in Y3/4 and 30 mins in Y5/6 on homelearning each night.

At TMS, this will include:

- Reading - children must record in their reading diaries when they have read independently or to an adult.
- Practicing spellings and times tables, using a grid of support games used by the school.
- STAR project grids, to promote and celebrate skills away from English and maths.
- From January, Year 6 will have more focused homelearning, including weekly arithmetic examples, to support SATS assessment.
- Addressing individual needs where necessary.

10. Extra curricular activities

At TMS we aim to enhance the curriculum and learning experiences of every child.

- To provide additional activities to those of the curriculum.
- To increase a sense of belonging to our school community
- To promote positive attitudes to school and learning

The school can facilitate extra-curricular activities at lunchtimes or after school by parents.

Parents or members from the community are welcomed to run clubs with specific skills and will have to be DBS checked. It may be decided that a member of staff would be there to support.

Year 1-6 are invited to join clubs at the start of the year and require a permission slip to be signed by parents if they are after school.

Each teacher keeps a register which is kept in the office.

If there are adverse weather conditions and the school is unable to accommodate the club a text will be sent home to inform parents/carers of cancellation.

The teachers will remain with the children until they are collected.

The termly club list is accessible through the TMS website.

11. Equal Opportunities

In line with the school's Equality Policy and Plan, we utilise teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils. We use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping. We strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images. We also monitor progress through the use of data trends and intervene on an individual or group basis where necessary.

_____ Dated _____
Author

_____ Dated _____
Headteacher

_____ Dated _____
Chairperson of Governing Body

_____ Dated _____
Chairperson of Teaching & Learning

Ratified at Full Governing Body Meeting:

Date of next review: