

# The Palmer Academy

*Enquiring Minds for Inspiring Futures*

## Teaching and Learning Handbook



This Teaching and Learning Handbook is fundamental to our ethos and our ability to provide the best educational opportunities for the children in our care. It is inseparable from general and subject specific policies.

It gives clear guidelines for all staff to follow and ensures consistency from practitioners so that all children achieve their potential in school and receive a broad and balanced curriculum.

The policy provides a structure that ensures standards of teaching are high and can be effectively monitored throughout the school.

Agreed by the governors:

Implementation date:

Review date:

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# Vision, Mission & Aims

## Vision statement – defined direction

We are a school built upon a community commitment to providing and learning from exceptional opportunities for all. We develop our curiosity about the world around us, and learn ways to put our skills to use both now and in the future.

## Mission statement – how do we get there?

- We create a safe and happy community environment that supports our vision in all areas of learning.
- We help our children to learn to find ways to interact confidently with the world and create meaningful connections that engage their curiosity. They learn how they can link their experiences and learning together will help them to understand their world and lead the life that they deserve to lead, both now and in the future.
- We learn the value of relationships and how and why we learn and live with others. We know that our community is always here and that we are never alone. We learn about our rights and responsibilities and how they relate to the experiences of others through times and in other places around the world.
- We help our children to learn about the roles we inhabit in the world and our commitment to building our character, skills, knowledge, understanding and confidence to always participate and act within them. We help children know their worth to themselves and others.

We are fully committed to the REAch2 touchstones of Inclusion, Learning, Leadership, Integrity, Enjoyment, Responsibility and Inspiration. [www.reach2.org](http://www.reach2.org)

## Aims of the Teaching and Learning Policy

- Promote high quality teaching and learning across the school
- Enable children to become confident, independent and resourceful learners
- Raise standards by ensuring consistency and continuity of teaching and learning
- Improve the quality of learning as a result of improved teaching
- Ensure all children are included, motivated and engaged by their learning
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors
- Enable teachers to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Set out our expectations for best practice

**Our overall aim is to develop children who are effective, kind and considerate, prepared for life beyond The Palmer Academy.**

## Principles

- To praise and reinforce positive behaviour
- To treat children as individuals
- To ensure there are equal opportunities for all pupils, regardless of disability, race, gender or religion
- To foster respect
- To provide a motivating, engaging and stimulating environment purposeful for learning

# Roles

## Teachers and Support Staff

- Establish good working relationships with children in their class
- Treat children with kindness and respect
- Treat children fairly and give them equal opportunities to take part in class activities
- Follow the school policy with regard to behaviour and discipline
- Praise and build positive attitudes towards learning
- Secure good learning outcomes for pupils so pupils make good progress and attainments
- Have a secure knowledge of the relevant subjects and curriculum areas
- Promote high quality teaching and learning across the school
- Raise standards by ensuring consistency and continuity of teaching and learning
- Ensure all children are included, motivated and engaged by their learning
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the school community: children, parents/carers, staff and governors
- Promote positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers
- Provide a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential
- Provide a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children
- Address issues of entitlement to ensure equality of opportunity for all children
- Model and promote the behaviours for learning at The Palmer Academy

## Pupils

- Work well independently, collaboratively and with an enquiring mind; remembering what has been learnt and having the confidence to apply skills and knowledge in new contexts
- To be willing to “have a go”. Persevering with their learning and knowing that when they find it difficult they can ask for help
- To see making mistakes as part of learning to improve
- To be resilient, persistent, reflective and resourceful
- To be supportive and appreciative of others they work with
- To be willing to share their learning with others
- Attend school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn
- Take pride in work

## Parents and Carers

- Ensure their children/child attends school regularly
- Attend parent information meetings, workshops and consultations
- Encourage and support children in extending their learning at home through homework
- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers

- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables
- To praise their children for the good things that they do in school
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

### **Senior Leadership Team and Middle Leaders**

- To be role models to their teaching teams
- To support their teams through regular monitoring and sharing of teaching and planning
- To monitor and evaluate the impact of teaching and learning
- To provide feedback to staff on strengths and areas for improvements of their teaching

### **Role of the Governors**

- Governors will monitor and review this policy in terms of its impact on practice through reports from the Headteacher and members of staff
- To ensure the school building and premises are best used to support successful teaching and learning
- To ensure that staff development and performance management promote good quality teaching that impacts upon learning
- Promote positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff

To appoint a designated link governor who will:

- meet with the EHTs, HoS or DHT at least once a year to find out about:
  - the school's systems for planning work, supporting staff and monitoring progress
  - the allocation, use and appropriateness of resources
  - how the standards of achievement are changing over time
  - visit School and talk to children about their learning experiences
  - Promote and support the positive involvement of parents within the school
  - Attend training and other related events
  - Report to the governing body with recommendations
  - Work with Senior Leaders to review the School's Learning and Teaching Policy annually

# Teaching

Our classrooms are fully inclusive environments where all pupils achieve relevant learning objectives and meet clear success criteria – as Steps for Success, all making progress towards expected learning outcomes in every lesson.

Effective **questioning** from teaching teams elicits interest and prior knowledge, skills and understanding from individuals and groups of children, enabling them to invest in their new areas of learning and understand its context, relevance and purpose. Questions are planned using SOLO Taxonomy with the aim of deepening knowledge and understanding and challenging the pupils to apply their learning in abstract and new ways.

Teacher **modelling** and shared work is used to offer a model of learning, where misconceptions and mistakes can be identified and improved as part of a supportive learning process. Visualisers are used in every classroom to model, edit and improve work and to celebrate success.

Ongoing, routine monitoring and assessment for learning (**AfL**) informs differentiation and adaptations within and across lessons for all groups of pupils. When progress is slow, we take immediate action in the classroom to elicit misconceptions and overcome barriers to learning. Assessment for learning and adaptations are recorded to ensure that learning needs of individuals and groups of pupils is tracked and met.

All children are taught and modelled effective behaviours for learning that promote a positive culture of classroom learning, prompted by the Rights Respecting class charters and the school's vision for enquiry-led learning.

To be great learners, we help children to understand:

- How new objectives, topics, projects, and investigations can help them become more knowledgeable and more highly-skilled learners – why am I learning this, and how does it add to what I already know and can already do?
- How to carry out tasks and participate in activities effectively – including which behaviours can help them to maximise their learning potential and support the development of a purposeful learning environment
- The breadth of real-life contexts within which newfound knowledge, skills and understanding can be applied. As much as possible we use the school and local environment
- How to recognise success and progress in their work and that of others in the class or group – How do I know if I've done well, what should I look for in my friend's work?
- How to share, receive and respond to feedback on progress over time

- A great classroom environment provides access to resources that provide support and challenge to the different levels of understanding in the classroom community. Working walls and displays should be based around the misconceptions, questions, and hypotheses elicited from the pupils and staff. Does your working wall portray the class' current level of engagement and understanding in the topic or project? Does it reflect their aspirations?

Good teaching makes a difference. Great teaching can transform lives.

# What does a great lesson look like?

We think about what each group or individual needs to achieve in a lesson to ensure all pupils are included in the learning journey and the needs of all pupils are met:

- We set learning objectives and success criteria that provide **differentiated challenge** and direction, focusing groups and individual children upon:
  - The expectation that all pupils should access the learning from within a fully inclusive classroom
  - The specific curricular knowledge, skills or understanding (y) that they need to explicitly demonstrate to be successful – what will they need to show themselves and others that they can do well and have made progress in their learning?
  - The **language** that they should use to share their thoughts and ideas – which words should they think about to help organise their thoughts and feelings, and which should they use to share their learning with others?
  - How they should participate in activities and tasks as an effective learner – which behaviours and enquiry skills (x) will help them and others to make the most of this learning experience?
  - Expectations of how they should manage their time in order to make sure that they meet learning outcomes by the end of the session
  - Engage and involve the pupils in constructing and agreeing the steps to success. These should be visible and accessible so pupils can assess and challenge themselves against them
- We consider how to ignite interest, generate wonder and curiosity, and elicit prior knowledge and misconceptions from the pupils:
  - Which resources or experiences are exciting enough to secure attention and investment from the different groups of children in your class? How to make sure that they are reminded of previous experiences and will remember this experience tomorrow?
  - Which elicitation or AfL activities will help children to externalise their thoughts – talking, drawing, drama, role-play, crafting, designing, constructing?
  - High challenge, low threat: which questions will make them really think? How will they be challenged to apply their knowledge, understanding and skills in different and abstract ways?
- We consider how to model, share and communicate effectively so that:
  - All pupils are differentiated for and included in the learning process
  - Children are aware of the quality and quantity that they must produce or demonstrate in books or elsewhere
  - Children are clear on how to carry out tasks and complete activities
  - Children are clear on how and when they should self-assess and peer-assess to check their own progress towards expectations and that of others during the lesson
  - Children see examples of what is expected and work is demonstrated and celebrated using a visualiser
- Focused time with a group of pupils to ensure that they receive the highest quality input, support, challenge and feedback available to them in the classroom. We consider how time can be best utilised to help provide:
  - Precise teaching, questioning and discussion to help children make distinct steps along their sequence of learning
  - Further differentiated contexts or activities that will move pupils on even further in their curriculum learning (y) and enquiry-led skill development (x)
  - Personalised verbal and written feedback at the point of delivery, including prompting children to demonstrate higher-level enquiry based skills
- We consider how to monitor all groups and take action to address slow progress or support those that are stuck so that they overcome these barriers as a matter of urgency:

- Identify patterns and trends in responses from children and refocus or clarify key points with individuals, groups, and the whole class when necessary
  - Direct other members of the teaching team, peer advisors and partners to offer support and feedback throughout the lesson
  - Repeat and refine resourcing, modelling, sharing and instruction until the learning embeds
  - Record any misconceptions or misunderstandings – how can we speed the learning up right now, what can be done this afternoon, tomorrow?
- Ensure that children have time to discuss and feedback on what they learnt, and how they learnt well.
    - Reflect and evaluate against their prior conceptions, feelings and hypotheses.
    - Does a part of the world make more sense to them now? How will this be of use from now onwards?
    - Have they developed as learners? What made their learning effective today? What does this mean?

After a lesson or a series of lessons, we answer these questions:

- Can the progress of all groups towards age-related expectations be demonstrated or shown?
- Was the thinking of the class challenged at every level? Did the lesson contribute to the development of children's theories and their understanding of the process of theory-building?
- Were the right pupils targeted for focussed learning during the lesson?
- Did groups and individual children have access to the practical resources, artefacts, books and ICT to help them make as much progress as possible?
- Do working walls, T/F/A/N lines, maps and timelines still reflect the current thinking of the class?
- Has great learning and the process of becoming great learners been celebrated in the classroom?
- Do the children talk about their learning and experiences with positivity, pride and passion?

Great lessons take place in great classrooms. Great classrooms are set up to ensure that children can not only access the things that they need to help them learn, but can take ownership of these resources. Great classrooms should enable pupils at all ability levels to participate in productive routines that support participation in all of the processes listed above. Great classrooms should enable all pupils to reflect upon, evaluate and celebrate their learning. They can see how far they have come.

Good teaching makes a difference. Great teaching can transform lives.

# Lesson Planning

## Theory Building

The process of learning through topics and projects is grounded in the concept of theory building.

Children should be supported and challenged in the pursuit of developing an understanding of their own prior skills, knowledge & understanding and in forging opportunities to seek out new experiences that will help them to consolidate and strengthen their theories and understanding of the world around them.

- What do we think about this idea? How can we share this?
- How can we test this/find evidence?
- What can we do with our newfound evidence?  
REJECT, ACCEPT, CLARIFY, EVALUATE and REFLECT
- What do we think about this idea now? How can we share this?
- How can this be put to use?

We plan for all children to be secure in attaining the age-related expectations set out in the National Curriculum 2014. These expectations are mapped within each subject and year group with the aid of the Cornerstones materials.

When planning topics or projects, we break down curriculum objectives into simple steps that help to sequence the pre-requisite skills, knowledge and understanding required for each child to fulfil the age-related expectation. (Y)

We plan opportunities for all children to make progress along this sequence of curriculum content alongside a systematic development of their enquiry-based skills and their ability to use, apply, reflect upon and evaluate the purpose of their learning. We use the application of Bloom's Taxonomy as clarified in the Rainbow Continuum to structure this development. (X)

We challenge all pupils by planning questions and outcomes along the SOLO (Structure of Observed Learning Outcomes) Taxonomy. We begin by considering the 'extended abstract': what questions and outcomes will require pupils to apply their learning in a variety of contexts?

All children encounter a broad, well-balanced, well-planned curriculum when:

- Support and challenge is informed by progression through curriculum knowledge (Y) as well as enquiry based skills across the breadth of the school curriculum (X)
- Expansion of application of skills, knowledge and understanding (X) is prioritised to ensure a strong understanding of curriculum content (Y)
- Children make progress through the topic or project developing curriculum knowledge (Y) and enquiry-based skills (X) at a comparable, measured rate.
- Ongoing, adaptive differentiation in provision manages the balance in progress between curriculum knowledge (Y) and enquiry-based skills (X)

Individual learning plans are developed and resourced to enable equitable access to a broad and balanced curriculum, with the expectation that children will make rapid and sustained progress towards expected learning outcomes and success criteria.

- Teaching teams plan together to ensure consistency of commitment to the principles underpinning the school's approach and equity in the quality of experiences and outcomes enjoyed by the children in the year group or phase. Teachers should take the opportunity to plan to investigate topics and projects of interest elicited from their register class within contexts and areas of their own interest and enjoyment.
- Planning is the process of thought, anticipation, preparation, discussion and development of questions, theories, experiences and outcomes for children – not the paperwork.

We plan for all children to learn great things AND become great learners every lesson, every day.

# How do we plan topics or projects?

- We choose a project theme and link subjects to the theme. We identify one curriculum subject to be the focus of the Imaginative Learning Project (ILP). This will be the subject or theme which will hook and engage the children at the start of the project.
- We select the curriculum content to be taught, this is either an independently planned project or a Cornerstones curriculum. This is mapped on a medium term plan and checked to ensure coverage of the curriculum.
- We develop an outcome and some success criteria that great learners will strive to reach – can this be built into an end of topic celebration or published outcome? How will the pupils express this at the end of the project?
- We map out the different areas of interest, skills, knowledge and understanding and think about the links between them. We challenge each other's thinking and secure a consensus!

Plan how to **engage** the pupils:

- The learning experiences are contextualised for the pupils. They are hooked and engaged to allow them to express a vision for their learning journey.
- We decide how to provide opportunities for the children to have new experiences and make the learning meaningful. We plan trips, visits, resources and experiences to offer both at the start and throughout the project?
- Pupils develop a vision for their learning journey, what are they going to do to express their new learning?

How to **develop** their knowledge, understanding and skills within a meaningful context and vision?

- We develop the knowledge, understanding and skills required to fulfil the expected project outcome with clearly planned skills based objectives and steps to success.
- We make sure that the sequence expands the application of their learning and develops their enquiry-based skills as well as their curriculum knowledge.
- We aim to differentiate through developing enquiry based skills.
- We sequence learning outcomes and success criteria within the areas of interest that will help all children make progress from their expected starting points.

How will the pupils **innovate** and explore to demonstrate their new knowledge, understanding and skills?

- We plan for the most effective ways of helping the children to externalise their existing knowledge, skills and understanding – elicit it!
- We challenge pupils to use their knowledge, understanding and skills in innovative and exciting ways.

What will the pupils do to **express** their learning?

- We provide opportunities for pupils to 'show off' and demonstrate their learning journey.
- We involve parents and carers in celebrating the learning at the end of each project

We plan for all children to learn great things AND become great learners every lesson, every day.

When the planning process is complete:

- We check the National Curriculum and other schemes of work (Cornerstones, CLPE Power of Reading, Maths planning and text books) and subject guidance to make sure we have adequate coverage
- We reflect on these questions:
  - Is planning compliant? Are the outcomes clear?
  - How does it promote the TPA Learning Behaviours and the language of enquiry from the Rainbow Continuum/Bloom's Taxonomy?
  - Does it support all children in 'theory building' from their current level of ability? Are there T/F/A/N Concept lines, timelines and maps?
  - Do the children want to learn about this?
  - Are resources in place? Does it involve the use of ICT, ILZ resources, Library boxes, Trips, Visitors, in-school experts, Books?
  - How does it promote UNCRC/Rights Respecting Schools?
  - At what points will progress be assessed?



Great planning and resourcing considers the value of 1) real-life experiences, before considering 2) role-play and simulation activities, 3) contextualised paper-based activities and 4) abstract academic tasks. What activities are good enough for the children in your class? What activities will they remember the next time they encounter this area of learning? Do you remember learning about this when you were at school? Why/why not?

# Curriculum Planning

## A. Curriculum Planning

Planning is based on the following requirements:

- The new Primary National Curriculum 2014
- the Early Years Foundation Stage Framework
- Cornerstones Curriculum Topics

### Long Term Planning

- Our Whole School Curriculum Map and individual Year Road Maps (YR-6) plots the content covered from reception to year six for each individual year group and each curriculum area;
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

### Medium Term Planning & Progression of Skills

- For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
- For mathematics we use the White Rose Planning which has been developed in line with the expectations set of the 2014
- All subject teams publish a 'Progression of Skills' which outlines how the subject should be covered, when and in what depth. These should be used to inform the teaching sequence and medium term planning in year teams

### Short Term Planning

- We plan using the XY continuum in and by doing so we identify the learning objectives, steps to success, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.
- All short term planning must include:
  - Clear Learning Objectives which include the skill being taught and context in which it is being taught.
  - Steps to Success which can be accessed by all pupils. These should either be 'process' success criteria (sequential steps to follow to succeed) or 'product' success criteria (a 'recipe' of tools and strategies). Steps to success should ensure all pupils have an opportunity to experience deeper learning and higher order thinking through the Bloom's Taxonomy 'X' Axis (explaining, applying, analysing, justifying and evaluating).
  - Differentiation which allows ALL pupils to access the learning through carefully considered scaffolding.
  - Questions to elicit breadth and depth of learning and key language required to support pupils.
  - The teaching sequence.

# Resourcing

We use concrete, practical resources and models across all curriculum areas to support the development of basic skills and to help children to externalise and apply their understanding at every ability level. These practical resources and models should be accessible to the pupils throughout the learning sequence, they should become competent and independent in selecting them to support their learning.

Books, images and ICT resources support further development and application, whilst those becoming more proficient and autonomous are expected to manage their own learning within more abstract tasks using paper-based resources such as word banks, maths mats, plans and notes.

The Edible Playground is used as an interactive resource and stimulus for teaching across the curriculum. Each year group links at least one of their topics to the Edible Playground and use it as an area for outdoor learning experiences.

When setting differentiated tasks decide how to present the task so that pupils are encouraged to become independent, resilient and resourceful with their choices. Where possible, allow 'challenge by choice', e.g. 'tricky', 'trickier', 'trickiest'. The outcomes of any set tasks should be clearly linked to the success criteria and shared with the pupils so that they are able to self-regulate and self-evaluate.

- What can we find in the school environment to help us understand, test out our ideas or share our findings?
- Where can we find examples of what others have investigated, discovered or thought about this topic?
- How can we use our hands?

We select from a wide range of strategies and resources to help plan outstanding lessons and projects, these include, but are not limited to:

- Cornerstones Curriculum resources
- Reciprocal reading roles and prompts
- CLPE Power of Reading texts, units and resources
- No Nonsense Spelling
- Abacus Maths Text Books
- NCETM Teaching for Mastery: questions, tasks and activities to support assessment
- Reading Museum boxes

# Palmer Learners

We believe that to achieve great learning we must create great learners. We recognise and promote lifelong qualities, skills and attributes the pupils require to become 21<sup>st</sup> Century learners. Opportunities for pupils to develop these key behaviours for learning are planned for at every stage and celebrated and recognised within the lesson or experience and as part of the school's rewards structure (house points, Vivos, star of the week and caught in the act). This permeates every lesson, experience and opportunity the children receive.

**We develop our pupils' enquiring minds and their abilities to collaborate and be independent. We strive to instil these qualities in our pupils so that they become great Palmer learners:**

## Enquiring minds:

- Question
- Explain
- Analyse
- Justify
- Evaluate

## Collaborative learners:

- Listen
- Empathise
- Reason
- Express
- Lead

## Independent spirits:

- Explore
- Imagine
- Persevere
- Concentrate
- Make links

[#PalmerLearners](#)

### Rights Respecting

We teach pupils to become 'global citizens' through our Rights Respecting Charters. We teach the children about their rights according to the United Nations Convention on the Rights of the Child (UNCRC).

# What does good learning look like?

## We believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do:
  - Children use the clear steps to success in order to support them to achieve the lesson's learning goal
  - Children are able to carry out tasks and activities successfully following clear instructions from their teacher
  - Children are rewarded when they have shown good learning behaviours, good social behaviours or have made good progress.
- They are actively involved in their learning at an appropriate level to match their learning needs:
  - Children enjoy their learning and allow others to do so as well
  - Children ask and answer questions to clarify and deepen understanding
  - Children make informed contributions to class discussions and shared learning experiences
  - Children learn from 'hands on' experiences; practical and appropriate activities
  - Children engage in a range of independent and collaborative tasks
  - Children are keen to talk about what they have been doing and what they have learned
- They are independent and collaborative and use an enquiring mind. We believe that to achieve this they need to develop and acquire the qualities of a great learner (as set out above):
  - Children also show initiative and take responsibility for their own learning, including:
    - i. Independently organising their own learning resources and are quickly able to begin their work
    - ii. Complete RAR and corrections independently and to a high standard
    - iii. Are able to assess their own work against the lesson's Steps to Success, thinking of ways to improve their work
    - iv. Have the opportunity to plan and direct their own learning
    - v. Have access to clearly labelled resources and being able to select and use them with increasing independence
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging:
  - Children engage in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary
  - Children take pride in their work and want to succeed in it
  - Children are involved in investigations and problem solving tasks
  - Children having the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits
  - Children are keen to finish and improve their work and persevere with tasks which they think are difficult
  - Children are aware of their next steps in their learning and what they need to do to achieve them
  - Children are able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

- Their learning is well structured and delivered
  - Children are aware of the learning objective and steps to success for the lesson and the pace at which they are expected to work at in order to achieve
  - Children make good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and are able to apply them in different contexts;
  - Children know what to do, both socially and in their learning, and what is expected of them.
  
- Their learning is effectively differentiated
  - Children engage in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.

# Learning Environment

The learning environment should support and reflect learning, valuing the efforts of all children, age appropriate. This includes the corridors as well as the classroom.

## Principles and Expectations

- All children understand the purpose and or audience of any written piece of work.
- All children have their high quality end product work valued and displayed with a focus on accuracy, imaginative display and pride
- Work in progress is displayed to demonstrate how work is edited and improved and to encourage pupils to take pride in all work
- All children are involved in designing and putting up a 3D display each year
- All children are able to access ongoing learning through a high quality working walls
- All classrooms will have an inspiring reading area which is creative, interactive, organised
- Displays will be changed regularly according to the context for learning being taught. The range and quality of pupil's work appropriately reflects the quality and breadth of the curriculum
- Corridor displays are themed and linked with classes and year groups. Displays in the corridors and the entrances on all sites must be regularly changed with stimulating displays
- All classrooms and corridors a kept neat, tidy and clear of clutter. Work surfaces are tidy and teacher files kept in storage cupboards.

**We believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating for our children.**

- Children are secure and happy in a safe, purposeful environment
- Children feel they are able to explore their own ideas and feelings and to respect the views of others
- Children observe the class and school rules
- Children respond well to encouragement, praise and rewards
- Children show care and respect for each other and their own and others' property
- Children's work is displayed, celebrated and valued
- Children are aware of how to keep themselves and others safe around the school and in the wider community
- Children model the behaviours of Palmer Learners, as set out above.
- Children are working in well organised environments with resources, vocabulary and aid memoires on hand to support and challenge

**We create stimulating and engaging environments by ensuring each display has the following:**

Titles

Work that is mounted with an equal and straight border

A stated aim or objective

Questions

An explanation of the process

Key vocabulary

Labels

## Classrooms

The surroundings in which children learn can greatly influence their academic performance and well-being. The layout, displays and resources all contribute to a vibrant and conducive learning environment.

**Each classroom must have:**

Version 1.0.

**Date:** 5/9/16. Updated:

- Appropriate resources clearly labelled and accessible
- Displays and languages which reflect the diversity of the classroom
- A class information board with the following:
  - An up-to date timetable
  - Classroom jobs or monitors
  - A visual timetable for pupils
  - A seating plan/ talk partners
  - Photographs and information of children with allergies or medical needs
  - Class name
  - School behaviour flow chart
  - Rights Respecting Class Charter
  - Fire evacuation procedures
  - Timetable of playground duties

# Assessment, Feedback & Marking

## Assessment

Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy. Assessment for years R-6 includes:

- On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Steps to Success and self and peer assessments of understanding, outcomes and progress.
- Marking of children's work; against the shared learning objective and steps to success and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
- Formal assessments from the assessment performance descriptors for Reading, Writing, Mathematics and Oracy at the end of every half term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the School's tracking system (OTrack).
- Assessment in Foundation Stage includes both on-going assessment and observations of children's work. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Formative Assessment
  - a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
    - Recap of previous knowledge at the start of lessons
    - Adult observation of children's responses to questions (recorded on post-it notes within exercise books)
    - Adult observation of children on task (recorded on post-it notes within exercise books)
    - Use of steps to success against learning
    - Continuous feedback throughout the lesson
    - Self and peer assessment
    - Plenary activities
    - Marking linked to learning and steps to success and giving indicators for improvement of work.
  - b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating they have not understood features of a lesson will be given additional support.
- Record Keeping

Records are kept of all ongoing assessments undertaken and of other assessments throughout the year. Details of these are contained in the Assessment Policy.

## Marking & Feedback

Please refer to the Marking & Feedback Policy

# Inclusion

## **Please refer also to the School's Inclusion Policy**

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning
- Successful inclusive provision is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children
- All children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age
- Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time

# EYFS

The Foundation Stage includes all children in our Nursery and Reception classes. The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes. The curriculum is divided into core and specific key areas of learning and development. They are:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for your children as they grow, learn and develop. We strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this. An EYFS learning journey will be completed for each child. Each child will be assessed in relation to the 17 Early Learning Goal descriptors.

Assessments will be based primarily on observation of daily activities and events. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.