



CLIFTON COMMUNITY PRIMARY SCHOOL

LEARNING AND TEACHING POLICY

'Enjoy and Achieve Together'

Head Teacher L.Jones	Sign and Date	January 2020
Author M Harding & LJones	Sign and Date	November 2019

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In a changing world, it is the learners who will adapt whilst those who think they know it all will find themselves perfectly suited to a world that no longer exists. Eric Hoffer

Aims

This policy is intended to support and develop learners and learning in school (young and old!) It is intended this policy will become a cornerstone of all we do at Clifton', helping challenge and support our children as they prepare for life in the 21st Century. This policy follows the school vision and ethos of 'Enjoy and Achieve Together.'

Introduction

The Learning and Teaching Policy of Clifton' serves as a core statement of whole school approach and strategy. It informs staff, governors and parents how teaching and learning is planned for and organised. It ensures children at Clifton' Primary School have the best possible start to their education and that everyone involved in school can share a common approach, belief and identity.

Staff refer to this document regularly and ensure it is clearly given a high status in the classroom
Learning and Teaching Promises

Clifton's Learning Promises Contract

Teachers will:

- Ensure that your classrooms are tidy, bright and purposeful. The classrooms will support you in learning and celebrate your achievements.
- Plan lessons that help you to learn new skills and get ready for the next challenge and target.
- **Mark all books.** We will use **PINK** to celebrate your successes and **GREEN** to help you identify mistakes. Our marking will include success criteria, next steps and 'fix-its' that will help you to improve in all areas of your learning.
- Ensure our lesson input and our marking will include modelling to support your learning and understanding.
- Use tests to help us identify how to support you in overcoming difficulties or learning new skills.
- Endeavour to make sure that your lessons are fun and that you have the opportunity to share your ideas and the things you have learnt. We will model good handwriting, presentation at all times.
- Try to make sure that you have at least equal say in lessons and that the questions we ask are interesting and challenge your thinking. We will try to only stop your working when other children are having difficulties.
- We will endeavour to use different thinking strategies in class – for example quiz, quiz share.
- Always celebrate your effort and hard work, even if the answers are not always correct.
- Encourage you to make the right choices and remind you of our expectations. We will treat all with respect and help everybody overcome difficulties that they encounter.
- Provide opportunities for children to learn about and experience aspects of 21st century Britain including different beliefs and cultures.

Children's promises:

We will develop positive **relationships** by treating everyone with respect, the way we would want to be treated.

We will be a **risk taker**, challenging ourselves in order to achieve our potential.

We will be **resourceful** in the way we work, use property and the environment.

We will be **reflective** in our thoughts, our words and our actions, accepting that actions have consequences.

We will be **resilient** by always trying our best and not giving up.

"DON'T BE SNAPPY CLIFTON IS HAPPY"

Signed

_____ Classteacher

_____ Child

KS2 version – Ks1 and EYFs versions available

Posters on staff shared drive

Routines

A teacher refers to the adult in charge of the class.

1. **ALL teaching staff** collect their class from the play areas at the start of the school day (unless unavoidable incident).
2. All teachers will ensure they monitor the children as they leave the classroom for breaks and lunchtimes.
3. **All teachers** will dismiss their children from the agreed point at the end of the school day (if in school).
4. On coming into the classroom the children are greeted with individual silent reading, a challenge or fix –its or a quandary aspect of philosophy for children to stimulate thought (Reception and Y1 children may be set a skills task – finding name / handwriting) or silent reading. Children do not bring any of their own pencil cases etc into class.
5. Any money for school events to be collected by the teacher and sent to the office.
6. The full date, in written form, is on the top right hand corner of the board/page. The short numerical date is also displayed on the top right hand corner of the board/page.
(date/month/year)
All English work, undertaken in ANY book is dated in the written form. ONLY Science and Maths use the numerical form. (date / month/year). **The exception to this is when work, in English, is being carried on the next day and the short date is placed in the margin.**
7. Children keep any personal belongings in their bags, or if valuable in the office.
8. Mobile phones are labelled and placed in a box in classrooms – this box will be stored (out of reach) in the teacher's stock cupboard until the end of the day).
All homework will be given out on a Monday and collected in on Friday of the same week.
Tables, reading and spellings will be expected to be completed nightly (at least 5 times per week). Each class will set a termly topic homework/challenge. **Reception will introduce homework with a daily phonics home challenge linked to the sound being taught that day and linked phonic reading booklets/books.**
Nursery will send home a weekly library book to share

Classrooms

Displays

All displays will show that the work is valued. The displays will always be grammatically correct with accurate spelling. (Adults' work) The displays will be neat and tidy.

Displays for all subjects will:

- Support learners, inform or challenge.
- Celebrate children's work
- Exemplify – show children WAGOLL

Class information board showing:

- School promises/vision / classroom expectations / **rewards week**
- Class timetable – visual if appropriate.
- (Monitor list (class and school monitors) – should monitors be variable – eg change each week/day.

Wonderwall / Celebration board / 'Work to be proud of'

➤ **Wonder Worker (Growth mindset) of the day / week: supported by the 5Rs:**

- 1. Resilience**
- 2. Resourceful**
- 3. Relationships**
- 4. Reflective**
- 5. Risk Taking**

New Wonderworker certificates to be used and cover one of the 5 R's – the 'R' will be referred to on the certificate.

➤ Area to write individual achievements out of school (celebration of out of school events reflecting the range of G&T skills within school) will be displayed on the class Wonderwall.

- **All classes should have an age appropriate, clear poster displayed, making children aware of their responsibilities re safe use of the internet and communication devices. Teachers will make sure their class have explicit lessons on internet safety at the start of each term. (safeguarding and responsible use/internet policies)**
- **Safeguarding - All classes will have an age appropriate Internet safety poster displayed and a thought box.**
- **Class desk tidy in school consisting of 2 boxes and a tray. (Teacher's have a budget to pick their own preferences)**
 - Handy hints card (when appropriate) e.g. How to punctuate speech/key words list/multiplication square/editing notes/alphabet cards/number line.
 - Pencil pot
 - Ruler
 - Colour pencils
 - In KS2 dictionary/thesaurus

Areas of classroom

Reading Area: Reading is a high priority in school. Each classroom must have an exciting and inviting reading area with a range of non-fiction/fiction books. Where possible the library should have books related to the key themes of the term. The library has been reconfigured and books for different themes sorted. Please inform Elaine Brookes if you are intending to remove books from the library. Clifton has also bought back into the SLS (Salford Library Service) please see Rachel Doherty with any requests for packs.

Structured

Play: Dependant on space due to class size. Teachers will endeavour to provide opportunities for structured play throughout the school.

Display Guidelines

These guidelines are intended to act as an aid memoir. Most displays around our school should match ALL the following criteria.	
Classes	<p>Class displays should include:</p> <p>Teacher's information board – see policy</p> <p>Working Walls for English/ Maths / Guided reading (if appropriate)</p> <p>Wonder worker/achievement/5 Rs</p> <p>Philosophy for children</p> <p>British Values/SMSC</p> <p>Boards to reflect core curriculum subjects and topics covered</p> <p><u>AN ICT age appropriate safety poster should be clearly visible and children should be aware of it's location</u></p> <p><u>Bo</u></p>
Boards	<p>All backing should be stapled on to the board with an angled staple (where possible).</p> <p>All backing should be clean and bright.</p> <p>If there are overlapping sheets the top sheet should overlap the lower sheet. (lower sheet attached to the board first).</p> <p>All boards must have a border.</p>
Display	<p>All regular pieces of displayed work should be mounted.</p> <p>The edges of the mounting should be uniform in width.</p> <p>All displays should include questions and be accessible (interactive).</p> <p>All displays should have typed labels</p> <p>Labels should be backed, appropriate to the size of the display board and purpose .</p> <p>Displays should support areas of the child's learning.</p>
Communal	<p>As display criteria above</p> <p>Must include class label e.g. Class 3</p> <p>Timetabled and directed by Art/Display co-ordinator</p>

Teaching and Learning at Clifton

At Clifton' we aim to cater for the variety of ways in which children learn. To achieve this, we utilise a range of teaching strategies and organisational methods that enable the effective matching of tasks and experience to the need of the children. All areas of the curriculum are led by a member of staff with responsibility for the upkeep of their subject. The Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

CURRICULUM PLANNING (see curriculum policy for further details)

At Clifton' Primary we aim to provide a curriculum which creates opportunities for all, engages learning through experience and is relevant to the world we live in. Paying particular regard to independence, excellence and enjoyment.

In order to do this, the curriculum has been carefully crafted, paying regard to the requirement of the National Curriculum, Foundation Stage Curriculum and the supplementary guidance afforded from other sources.

Where necessary the curriculum has been modified to maximise the use of the local geography, environment and school contexts. Clifton runs a two-year cycle in place with long/ medium and short term planning which may be looked at by both SLT and Subject Leaders. All subjects have their own policy and it is expected that all staff will make themselves familiar with the content.

Planning – teachers will use the agreed planning format for all subjects. RE / History /Geography / Music etc all follow the agreed format. For English & Maths planning please see policy (plans will be monitored at the end of every week, against children's work by the SLT and subject leaders).

Our starting point is: 'What skills and knowledge do we want our children to learn in?' This ensures our lessons meets the needs of the children. At the start of each new subject a title page is inserted into the book on the RIGHT hand side. There will be a space for the children to tell us what they already know and then generate their own questions about what they would like to learn. We aim for collaborative work on planning learning, developing common understanding of what is worth teaching, collaborative understanding of challenge, progress and evaluation of the impact of planning on pupil outcomes. At the end of the section of work the children will have completed a glossary and a reflection on what we now know – see example at the end.

Pace.

In a 1996 *The Simpsons* episode, "You Only Move Twice", Bart is having difficulty in his new class. Instantly, he is removed to a lower ability class and quite perceptively states: "Let me get this straight. We're behind the rest of our class and we're going to catch up to them by going slower than they are?"

Pace needs to be appropriate to the speed of learning. Importance of mistakes – if everyone gets it first time round, then it was too easy. Appropriate use of pace to help children go deeper and learn better. We do not accept one-word answers. We get children to explain and get other children to listen and ask them if they agree or not. We need to probe and check understanding

Modelling – teachers will ensure that modelling is used to explain (model) what is expected of the children.

Lessons – lessons will all contain a learning objective (which should form the title written by the children – when appropriate/able).

Success criteria – the class, led by the teacher, will agree success criteria which will enable children/teachers to assess children's progress / success against the agreed criteria.

Lesson – during the lessons teachers will support, guide, groups of children or observe specific groups. Teachers' involvement in children's learning should be evidenced in the child's book.

Learning stops / thought tracking – during the lesson (when need arises) teachers should lead learning stops (not more than 1 or 2) asking children to identify issues and solve problems

Questioning – teachers should endeavour to be: '**Head of questions not answers**'

Socratic questions should challenge learning and understanding-

Why is?

How else could you/they have?

How can we prove.....?

I think (fact – correct or incorrect) means (outcome) e.g. Mrs X says all seeds need light to germinate.

Design a test to find out if she is right or wrong.

Tahir says 20 x any number will be even – explain why Tahir is wrong.

Support not differentiation

Children should be following the same course of work. They are entitled to do difficult and challenging things and be supported on the way. We believe that differentiation doesn't always work. It goes against the heart of the new curriculum. Children should be given every opportunity to work without pre-determined expectations of ability.

Support is different to differentiation; it is about making reasonable adjustments or adaptations to the learning or task. This may take the form of adult support to complete a task, the use of practical resources or pictorial representations, IT support such as the use of assisted technology, verbal prompts or peer support.

It is about shaping the learning and may require the teacher to adjust or change direction within the lesson to secure learning. It is light years away from a prepared worksheet. Teachers need to be flexible and skilled enough to veer off-piste and collect up confused children as and when required.

Adaptive instruction – not differentiation.

In Guided reading/writing.

Explore key features	-	deconstruct
	-	labelling
	-	phrase analysis
		V. I. P. E. R. S

Techniques include:

Share pair, show me, labelling, sequencing, and deconstruction.

Organisational features:

Children are grouped (**where possible in groups of no more than 6**) in a number of ways depending on the focus of the lesson. All children should have the opportunity to be stimulated by the ideas and skills of others. In most cases supported groups should be taught within the classroom.

Children with specific difficulties may be grouped together and at times taught outside the classroom.

Grouping

Examples of grouping may be:

- Mixed ability
- Children can be grouped across classes if it best supports the individual's needs.
- Children may be ability grouped at times but this should not be the standard procedure.
- Groupings may be for behaviour or good role model reasons

Children will work in the following ways:

- Individual learning.
- Small independent Groups (**no greater 4 in a group ideally**)
- Paired work eg speaking/listening partners/writing buddies/investigation partners.
- Whole class.
- One to one with adult/more able pupil.
- Peer to peer.

Learning Process – to be considered for AFTER half term.

Every child's book will have a learning behaviour circle on the front



Each segment refers to a learning behaviour

Red – Resilience

Yellow – Risk taker

Green – Resourceful

Sky Blue – Reflective

Royal Blue – Relationships

Pieces of work will have a highlighter dot (or dots) to reflect which learning behaviour the teacher feels the child has demonstrated

During their time at Clifton' children have the opportunity to learn through the following.

Investigation	Repetition/practice	Talking and discussion
Experimentation	Problem Solving	Asking questions/develop curiosity
Listening	Decision making	Role play
Observing	Independent research	
Practical exploration	Communicate and explain	Retrieve information
Predict and test	Make connections	Imagination
Analyse		

Teaching Strategies

We always begin by sharing the learning and its purpose.

The class (children) will have (or develop) a list of, no more than 3, success criteria which will be referred to during the lesson and in marking/assessment.

During the lesson the teacher will ascertain understanding and progress (as necessary) via use of mini plenaries (learning stops)

Discussion/questioning (open/closed)	Listening
Preview and review	Mind mapping/thought showering
Didactic	Opportunity for reflection/repetition/reinforcement
Make connections	High expectations
Interactive (child participation)	Respond to need, intervene when Necessary
Conferencing	Model, demonstrate, present, use Simulations

Provision can be made for intervention strategies if teachers feel this is an appropriate use of teaching time.

Assessment, Recording and Reporting

Regular assessments are made of childrens' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Baseline SATs may be used in year 2 and 6 at the start of the term through negotiation with the head teacher. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests (NFER) are also taken in Years 3, 4 and 5 in November and in late June.

Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short low stakes tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning.

Assessing reading

Children's reading ages are to be tested each term (December/March/July) using the SSRT The reading scores will be used to identify the specific area the child needs support on. Other

information from comprehensions / guided reading notes / NFER assessment will also be used to identify support needed. Information will be gathered in phases and tailored interventions & guided reading groups created. This information will then be fed back to the English lead.

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum termly by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through parents evening and once through a written report. Results of individual childrens' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Monitoring and Evaluation

Childrens' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Headteacher will observe each class teacher in a specified curriculum area on a regular basis. (See Standards and Progress Policy).

Home Learning

Home Learning is considered to be a valuable element of the learning process.

At Clifton Primary School, we set home learning tasks to encourage parents to work with their children at home. The Learning project give parents and pupils a choice of different learning projects to work on and pupils home learning is rewarded and celebrated. Additional, more formal activities may be set by the teacher depending on the needs of the children.

We believe that home Learning should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;

- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of Home Learning;
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for Home Learning is that:

- Home Learning is set on a regular basis, for all years, in line with our learning and teaching policy;
- Home learning will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- Home learning may sometimes consist of preparation for work yet to be done;
- Home learning should sometimes involve the participation of the parents;

Safeguarding and Inclusivity (see policy)

At Clifton' the safety of all community members is always at the fore front of all we do.

Any trips planned (or visits) are done so in conjunction with a risk assessment

All visitors have to identify themselves and if visiting regularly have to undergo a DBS (CRB) check.

Visitors will not be left in charge of children without a member of Clifton' staff being present

Activities which may be hazardous (including Art work) are undertaken only after a health and safety instruction has taken place.

Clifton' is committed to providing equal opportunities for all. School staff are charged with ensuring that all children have equal access to a full curriculum (appropriate to their level) irrespective of gender, ability or disability.

MARKING AND PRESENTATION OF WORK POLICY

Co-ordinator

L.M.Jones

Written

June 2020

Review

September 2021

Clifton Primary School

MARKING AND PRESENTATION OF WORK POLICY

At Clifton we believe it is important to have a positive, **consistent approach** to the marking and standard of children's work. All staff, including teachers, supply staff, Teaching Assistants, and students should follow the guidelines in this policy. A copy of this policy should be kept in each classroom – the overview displayed - and it is the class teacher's responsibility to ensure that anyone involved in marking their children's work is aware of this policy. (see guidelines for supply teachers)

Aims

- To provide each child, their parents and appropriate professionals with feedback about the child's progress
- To highlight a child's strengths and specific achievements through praise and positive comments
- To identify misconceptions and set targets for future work with the child **fix its/challenges**
- To be part of the assessment and recording process
- To have a consistency of marking and expectations of standards of presentation throughout the school.
- To enable all children to progress.

It is necessary for work to be marked by the teacher/an adult but children may also mark or assess their own or each other's work, either individually or collaboratively under the direction of the teacher.

Areas of consistency

Whilst we recognise that all teachers are individuals, and have their own teaching styles and methods, there are some areas where we have agreed that we need consistency. The following points are highlighted as such areas.

1. Specific comments

At Clifton' all staff (and children when appropriate) should use focused written comments or / and highlighter pens to indicate an individual's success (or otherwise). The pen uses are:

- **Pink: Tickled pink for success - indicating a positive achievement**
- **Green: Green for growth - indicating an area for improvement**
- **Yellow: Peer marking - indicating areas for development or achievement.**
- **Purple pen when child is editing own errors / work.**

(Children need clear guidance on how to mark each other's work)

- **In some subjects written comments will / should be on the blank area at the bottom the page where/when possible.**

- **Written comments should focus on the learning objective/success criteria of the piece of work**
- If the child **has not made** progress or understood the task the marking should model the area for development and the teacher should then enable the child to respond / correct the issues (**fix it**)
- **If the child has achieved the desired outcome the marking should comment positively on achievement e.g.:** 'good work – you have understood how to add 10
- **And then provide challenge ...Next time try to...**

If it is Maths the teacher should use digits to model

'Well done –you have used some good connectives (because, next) could you use meanwhile or consequently next time'

To indicate that a verbal comments have been given to a child the work can be marked with a 'v'. (See symbol sheets at the end)

All work should be marked.

The aim should be to make specific comments (quality mark) about each child's work as often as possible, **but at least:**

1:3 pieces of Maths / English should be quality marked. (In maths if the child is working on challenges etc) .

1:5 pieces of Science and all other subjects should be quality marked.

All books should be marked to an expected level or verbal input should be evidenced. V

English

English Books should be marked as per the English Policy. Each year group has specific ways to ensure that the children's work is not overly supported and is an independent piece of writing.

Presentation books – there is no requirement to quality mark these books – however every piece should be assessed accurately and in depth. (If a teacher were unsure it is their responsibility to liaise with the English lead)

Maths

Children (when able) should complete In Focus and Guided Practice in their journals. All (able) will complete work in their work books and a reflection of learning in their exercise books. Some will complete (demarcated by a gold star) challenges in their exercise books.

All other books

A new topic should have a TITLE page – as below. This needs to be stuck on the RIGHT hand side of the book to demarcate the next topic. This is particularly important as we teach the different subject in blocks.

It is acknowledged that All other subjects Music / History / Art /RE/Science etc are taught in blocks and so as taught daily the marking needs to reflect this. Children should be taught to look back at the last piece of work (in that subject) and address any issues/directions prior to starting that day's lesson.

Marking in these books should do one or more of the following:

- Celebrate the work – specifically the effort

- Address issues that may/may not be relevant in other subjects including accurate vocabulary.
- Tackle misconceptions relating to that or other subjects
e.g The picture is secondary evidence; you have labelled the mantle in correctly amend using your purple pen
- Identify some common grammatical / spelling errors.

ALL MARKING SHOULD BE EFFECTIVE AND HAVE A VISIBLE IMPACT ON CHILDREN'S WORK. EVIDENCE OF ACTIONS TAKEN BY THE CHILD ARE DESIRABLE.

2. Targets/Success criteria

All lessons should reflect the next steps in the child's learning and progress (taken from the national curriculum). In (at least core) subjects the child should have Learning Objective that the adults and themselves can assess their progress by. The achieved learning objective should inform the assessment (see policy) sheets and future lessons/learning.

Parents should be informed of achievements/attainment and next steps in learning three times per year (at least). This information will be passed via verbal meetings supported by written sheets and in an end of year report.

Class target – as and when required but should inform the teachers planning and learning objectives.

Emergency targets are used to address issues immediately that, whilst important, will not affect academic attainment (e.g. underlining the date)

All targets can be taken from curriculum grids (see assessment policy) or the National curriculum document

3. Mistakes

Marking should focus on the Learning Objective however key errors need correcting- including misspelt words, reversal of numerals and other misconceptions – to mark every mistake would be too discouraging for children so staff should prioritise.

Erasers should not be used and may only be used if the piece of work is to be published (put on display).

Answers marked incorrect in maths should not be erased. Neither should corrections be written on top of the wrong answer. If mistakes are crossed out by a child this should be done neatly with a single line.

4. Spelling errors

At KS2, **key** spelling errors should be corrected by the child. High frequency words or words appropriate for that age groups should be placed upon a post it until the child can spell the word independently.

Spelling corrections should also begin in Y1 at the discretion of the teacher.

Other spelling errors will be corrected by the teacher, above the incorrect word, at the discretion of the teacher.

5. Grammatical errors

Grammatical errors caused by local dialect do need correcting

Eg would of (x) would have ()

Are house (x)

Our house ()

6. Titles / Dating and Underlining

DUMTUM

All work must be dated and titled (which will include an Learning Objective) and underlined with a ruler.

If able, English (and written pieces) must have the full worded date.

The short hand numerical date (21.12.2001) is reserved for Maths / Science and technical work.

The date should be on the top left of the piece of work. This should be done by able Y1 and most children from Y2 upwards.

Using a ruler is a difficult technique and should be taught in YR when appropriate and continued in Y3 as necessary.

There should always be one empty line (row) below every underlined date/title/learning objective.

7. Graffiti

Absolutely no graffiti will be tolerated. This will initially be dealt with by the class teacher, however children failing to comply with this on more than one occasion will be sent to the phase lead and, if it continues, then the Headteacher.

8. Use of pens/ pencils

All Maths should be completed in pencil.

Teachers will provide school pens when a child is able to use them.

Children must Not use pens etc from home and felt pens must NOT be used in exercise books.

9. Re-drafting

Where re-drafting has occurred, the teacher will already have been involved in correcting the work. Therefore it will not be necessary for the teacher to write comments or corrections on the child's final neat copy as this could be regarded by the child as spoiling his/her work.

10. Attitude to work

Teachers may have occasion to comment on a child's attitude to a piece of work

Eg This work took too long Sam enjoyed writing this

Teachers should set a good example in their own presentation and spelling, particularly on displays and when writing on children's work. There is no marking in red.

Self-analysis

As marking is an integral part of assessment and improvement of children's work the analysis of comments made is good practice.

The teacher could consider

What have I written about this child over the last term?

Has their work improved in the areas highlighted?

KS2 children could be encouraged to consider.....

What has been written on my work over the last term?

Am I improving in the areas highlighted?

Methods of Marking – see appendix

This policy recognises that at Clifton there are different methods of ‘marking’ other than a tick or cross.

These include:

- Constructive diagnostic comments written on work
- Informal comments made to individual children
- Class discussions on main points or answers
- Reviewing progress with individuals in a one to one or small group basis
- Peer group discussion and marking
- National curriculum levels of attainment

There should be evidence that marking has had impact on children’s learning and development.

Frequency of Marking

As far as possible, children’s work should be marked in the presence of the child, group or class or undertaken as soon as is practicable following the lesson. Therefore in general marking should be up to date.

Monitoring and Evaluating

MARKING WILL BE MONITORED EACH WEEK BY THE SLT / HT AND BY STAFF/CO-ORDINATORS/MENTORS AS NEEDED.

Role of the Headteacher


The Head is responsible for ensuring the policy is being implemented and that the monitoring and evaluation policy is effective

Equal Opportunities


These procedures for marking take into account age and ability.


Progress should be evident as a result of all marking/assessment – even those with symbols (see below)

Marking symbols


 verbal instruction

~~~~ - instruction for the child to correct this work???


 worked with teacher


 worked with other adult / TA covered class.


 **Fix it.**


 new paragraph

 Move signal (down / indent)

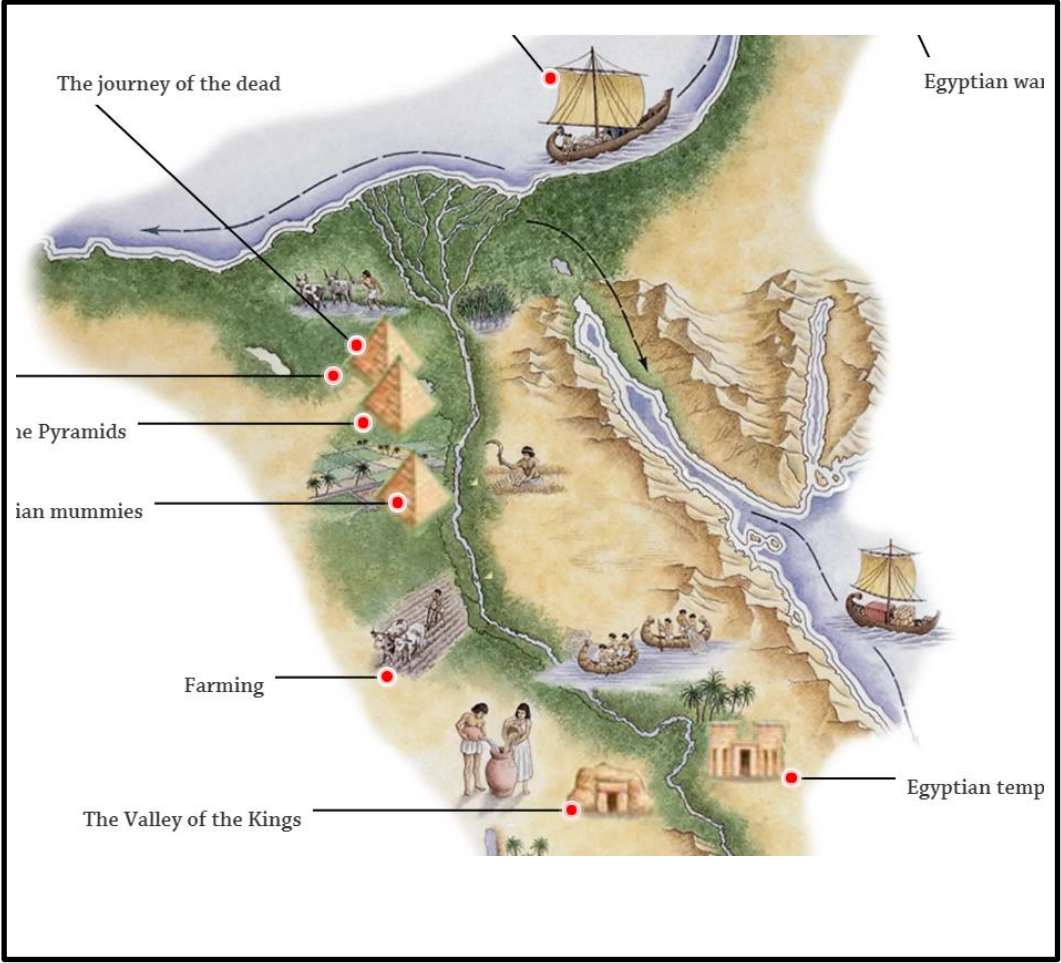
 Discuss with the teacher

 verbal feedback during the lesson

 **Staff absent /Supply marked** (if a supply has not marked the books then please inform the office so a complaint can be made)

 Student teacher marked the work

# Ancient Egypt



| What I know is... | What I would like to find out is? |
|-------------------|-----------------------------------|
|                   |                                   |
|                   |                                   |
|                   |                                   |
|                   |                                   |
|                   |                                   |

|                    |  |
|--------------------|--|
| <b>Glossary</b>    |  |
| <b>Ancient</b>     |  |
| <b>Sarcophagus</b> |  |
| <b>Pharaoh</b>     |  |
|                    |  |
|                    |  |

#### **END OF TOPIC REVIEW**

|                                                |
|------------------------------------------------|
| <b>What do I now know about Ancient Egypt?</b> |
|                                                |
|                                                |
|                                                |
|                                                |
|                                                |

#### **Marking Policy**

The aim of the guidance is to ensure that all children receive high quality daily assessment that supports their learning, accelerates progress and the teachers planning/identification of next steps or needs.

The policy has been designed by full time teachers with the support of the leadership team and, we believe, enhances the already good practise (as acknowledged as a strength by OFSTED – May 2017).

This guidance will be used as support for moderation and for new staff / supply teachers

|                                                      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | KS   | English                                                                                                                                                                                                                                                                                                                                                                                                                                  | Maths                                                                                                                                                                                                                                                                                                                                                                                        |
| Pink and Green markers                               | KS2  | Work will be highlighted using thin tipped highlighters in pink and green (pink for success / green for growth)<br>Every effort will be made not to cover the child’s work<br>Symbols may be used – once agreed – see below                                                                                                                                                                                                              | As English – accept<br>Where the child gets a ‘simple’ equation e.g. 2+2=? Or 2+?=4 only the answer will be underlined.<br>Where the child has to apply mathematical knowledge to get an answer then the marking may be as follows.<br>Example<br>J has three boxes – each has seven buttons in – how many buttons does he have in total?<br><b><u>3x7 = 21</u></b><br><b><u>3x7= 22</u></b> |
|                                                      | KS1  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | EYFS | To use as appropriate                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | KS   | English                                                                                                                                                                                                                                                                                                                                                                                                                                  | Maths                                                                                                                                                                                                                                                                                                                                                                                        |
| Reintroduce peer and self - marking with highlighter |      | The panel decided upon a child friendly – age appropriate display in each class.<br>E.g. in KS2 there might be root statements like <b><i>Next time try and improve your ..... Or Could you add a different adjective Or Could you solve that equation by .....</i></b><br><i>In KS1</i><br><b><i>This is good because..... This is the neatest .....</i></b><br>Children to peer mark using yellow highlighter and purple pen as needed |                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | KS2  | Children trained to mark like a teacher – eg underneath the work<br>All peer work is monitored by the class teacher and commented on if necessary. School moderation will look at the peer/self moderated work and will expect that child’s marking is corrected/commented on by the teacher if inaccurate                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | Ks1  | As above<br>KS1 to be trained to spot Capital letters and full stops                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | EYFS | Children might be asked to decide/select on the best letter/word/number formation and use a highlighter                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | KS   | English                                                                                                                                                                                                                                                                                                                                                                                                                                  | Maths                                                                                                                                                                                                                                                                                                                                                                                        |
| Fix its and challenges                               | KS2  | Children should still be expected to correct errors (fix-its), enhance learning (further rehearsal or develop learning – challenge.<br>Where appropriate children should be given a chance to undertake a maths challenge or in English to enhance their work with more exciting vocab.                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                      | KS1  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                              |

|                    |      |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                     |
|--------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|                    | EYFS | Teachers/staff intervention should be evident and it is expected that there will be evidence that children have corrected work or been further challenged.                                                                                                                                                                                                                                    |                                                                     |
| Feedback           | KS2  | Feedback will still be expected and support learning - see policy.<br>Spellings will be placed on a post it – which will then be placed on the work and used by the child as a reminder – the post it will only be disposed of once the teacher is assured the child now spells the word/s accurately                                                                                         | There will still be evidence of modelling and comments – see policy |
|                    | KS1  | Whilst there will be evidence of the above there is an understanding that, much marking (certainly in Y1) will be verbal. There should, however, be evidence that the feedback has had impact                                                                                                                                                                                                 |                                                                     |
|                    | EYFS | As KS1                                                                                                                                                                                                                                                                                                                                                                                        |                                                                     |
|                    | KS   | English                                                                                                                                                                                                                                                                                                                                                                                       | Maths                                                               |
| Books              |      | Children will write on both sides of the English books. Work will be underlined and new work started if the preceding piece is less than half a page or the new piece will fit into the remaining space.<br>School will invest in books with a lower margin for comment (and will buy A4+ when able)<br>Presentation books remain unchanged with children writing on the RIGHT hand side only | As English                                                          |
|                    | KS1  | As KS2                                                                                                                                                                                                                                                                                                                                                                                        | As KS2                                                              |
|                    | EYFS | As currently used but with new parent comment sheet.                                                                                                                                                                                                                                                                                                                                          |                                                                     |
| All other subjects | All  | Not all topic work will be quality marked. At the start of the ‘topic’ children will note what they know about the topic. At the end of the topic they will write (or share verbally) what they now know (see topic policy)<br>Work will only be quality marked when the fix-it/challenge will support next steps in learning or eradicate misconceptions.                                    |                                                                     |

|  |  |                                                                                                                                                                                                                                                                                                              |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>As with core subjects: Post its for HF/expected words spelt correctly/ Highlighters used</p> <p>Where there is fix – its or challenges the A, B, C format should be used.</p> <p>Children’s work should be assessed against the criteria at the back of the books on a regular basis (2 week blocks).</p> |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **AFL/Questions/ Success Criteria**

AFL (marking)

All subject s should be marked in line with the Clifton’ marking policy (see attached policy **and guidance**). As a school we believe AFL enables children to develop independence and helps them to enjoy and achieve. We expect that all children will benefit from AFL strategies during their school week (some can be verbal) and therefore all will have the opportunity to achieve each week.

Questions

Teachers should plan the use of key questions – questions which will enable the children to develop their own ideas based on facts/information put in front of them. These questions will be open ended and will require the individual to put forward ideas/philosophies of their own.

**Examples of key questions might be:**

***The answer is 42 – what could the question be?***

***The Roman society was more sophisticated than the Saxons.***

***The Rolling Stones were a more important band than the Beatles.***

***Plants need soil to grow.***

***You cannot separate a dissolved solid from liquid.***

***A quadrilateral always has right angles.***

These questions can be given at the start of a series of lessons, at the end of this unit of work (we will use what we have learnt to answer this question) as a recap / revision tool or as part of daily lessons.

At different times children may set their own questions for themselves or others.