



Sutton Road Primary School & Nursery & Holgate Primary and Nursery School

Teaching & Learning Policy

At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal
R= responsibility
I = in
D= delivering
E= excellence

Frequency of Review: Biennially

Reviewed and Approved by: The Combined Committee of the Governing Body

Date: Spring 2021

Date of Next Review: Spring 2023

Reviewer: Emma Severn / Sam Arnold / Nicola Davies

Signed: ----- (Chair of Governing Body)

Date: 29/03/2021

1. Mission Statement

PRIDE- Personal Responsibility in Delivering Excellence

- When people are helped to focus on what they are good at, their self-belief and confidence grow
- Belief is the mother of achievement.
- Motivation must be connected with something meaningful and personal, and this can only come from inside the person.
- Teaching and developing people should be about bringing out, not putting in.

2. School Aims

The aim of this policy is to guide effective teaching and learning across the school. Teaching and learning is deemed to be effective when the outcomes for children in our care are improving consistently over time - in line with, or exceeding, the targets set by the Executive Headteacher, Head of School and the Senior Leadership Team.

We endeavour to:

- Equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.
- Establish an ethos of excellence and enjoyment by fostering challenge, confidence, personalised learning, pupil voice and self-esteem in all children and staff.
- Ensure all adults have the highest expectations of the children.
- Equip our children with the ability to develop their higher order thinking skills: to reason, to problem solve, to evaluate and to think about the way in which they have learned.
- Ensure every child, regardless of ability is motivated and challenged.
- Secure good progress is made in every lesson (this includes progress in embedding knowledge - it does not have to always be the acquiring of new knowledge).
- Use good assessment as the bedrock of planning future teaching (both within and between lessons).

3. Planning the Curriculum

Long term plan overviews allow each year group clarity about the National Curriculum content and skills coverage requirement we have distributed out across every year group each year.

We use some specialised schemes for Music, PSHRE, RE, PE, MFL (French) and Computing which are delivered through discrete sessions.

- Music Charanga
- PSHRE Talking Points
- RE Nottinghamshire Agreed RE syllabus
- PE I-PEP planning and assessment tool
- MFL – French Language Angels
- Computing Purple Mash

Medium term planning for Curriculum Vehicles has a focus on cross curricular links with key drivers within each 'Curriculum Vehicle'. Coverage of the National Curriculum and associated skills for each year are then distributed flexibly within these enabling and nurturing the development of the softer skills associated with the collaborative requirements of working towards the final outcome.

There are three main areas that all planning needs to include: clear links to previous learning through built in conduit questions, a definitive outcome that encompasses and encourages collaborative skill development and a career / external agent linked element to promote career aspiration. The medium term plans contain the overview for the year for each year group as to coverage of knowledge and skills, the subjects covered within this outcomes, and a summary of the main pupil activities as well as some key vocabulary where appropriate and any opportunities for visits.

Short term planning Walk Throughs are produced for Curriculum Vehicles which include details of the lessons being taught which are differentiated, resources and links. They are produced within year groups and are working documents, as they are differentiated by class teachers to suit the needs of children within their class or learning group and to inform their future planning.

The plans also include differentiation through the use of Chilli Challenges (learning without limits) and additional support where necessary.

Other short-term planning is in place for core discrete subjects of English, Reading, Mathematics, Phonics and Spellings.

The agreed content of the core discrete planning is as follows:

English: Learning objectives and activities are devised with reference to the National Curriculum and adapted to include key vocabulary, differentiation, success criteria/steps to success, resources, guided group learning, plenary, use of other adults, appropriate interventions, target work where appropriate, vulnerable group data and learning outcomes. We ensure that units of work are structured around quality texts/outcomes and give the children the opportunity to write for different purposes – including where possible for real audiences. We use Rainbow Grammar – a systematic grammar strategy devised by Jason Wade – to supplement and structure our teaching of key grammatical concepts and sentence construction in every year.

Reading: Learning objectives and activities are devised with reference to the National Curriculum and the Reading Content Domains for each Key Stage. All children are given the opportunity to explore a variety of Age-Appropriate texts including, but not limited to, poetry, fiction, non-fiction and classical texts. We use RIC principles to structure our comprehension teaching (Retrieve, Interpret and Choose) which allows us to focus on author intent as well as inferring and retrieving information in order to fully cover all areas of the reading content domain. In KS1 (until Spring Term of Year 2) Reading is taught predominately through phonics and a variety of whole class (with a reading for pleasure and overall enjoyment focus) and small group/1:1 reading sessions. 1:1 reading sessions allow for specific tuition based around a text on the child's specific book band and will focus on word reading and comprehension strategies.

In KS2, children are taught as a whole class and will focus on a specific text or extract. This will focus more on comprehending a text following the above strategies.

Phonics: In EYFS and KS1, early reading, handwriting and spelling is predominately taught through phonics. Phonics sessions follow a four-part session: revisit / review, teach, practice, apply. Throughout EYFS and KS1, children will progress through the 6 Phonic Phases in line with age-related expectations. Children who require additional support will receive this through interventions. Throughout their phonics sessions, children will also be learning 'tricky words', which are not phonetically decodable – these are in-line with Common Exception Words outlined in the National Curriculum. Where needed, phonics instruction will continue in KS2 for groups of learners.

Spellings: Strategies for spelling are outlined in the National Curriculum. In Years 3 -5, Spelling is taught using the No-Nonsense Spelling scheme, which broadly follows the structure: revisit / review, teach, practice, apply. In Year

6, Spelling strategies are taught within daily grammar sessions. For all year groups, we have further broken down the statutory spelling words outlined in the National Curriculum so that there are specific words for each year group.

Mathematics: Learning objectives and activities for the mental and oral starter, learning objectives and outcomes for the main part of lesson, '5 in 5' revision questions for KS2 & '3 in 3' for KS1 (with the aim of addressing arithmetic gaps), anchor task, guided practice tasks, main differentiated task, chilli challenges in all lessons, key vocabulary, resources, use of other adults, appropriate interventions, and vulnerable group data *(NB EYFS planning format is currently under review as we are awaiting the statutory revised curriculum)*

Planning is shared prior to the lessons with other relevant adults so that the role of all within the classroom facilitates learning to the highest potential.

4. The Quality of Learning

In order for the children to become effective learners, the following qualities need to be taught, developed and encouraged:

- Social skills- turn taking, empathy, communication skills, importance of collaboration, taking responsibility and understanding that actions have consequences
- Learning of positive behaviours and show willingness and a thirst for learning
- Respect for others, themselves, the environment and their community: Citizenship- sense of belonging/participating, taking on a range of roles, tolerance of beliefs and opinions
- Give the children the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society thereby reducing the likelihood of our children becoming radicalised and engaging in any form of violent extremism
- Confidence in themselves and their ability to ask questions
- Develop their Independence, perseverance and willingness to take risks
- Preparation for life by understanding that it is acceptable to fail and make mistakes and to use these to learn from our mistakes
- Pride in their own and others' achievements and develop a sense of self worth
- Develop their concentration, creativity, individuality and imagination
- Increased maturity
- Understand that learning can always take place
- Recognise that learning is important and has future consequences
- Efficient time management and importance of personal organisation
- Self-assessment and evaluation- self reflection
- Peer assessment and discussion- where all views are considered and valued
- Self-awareness of SMART learning styles- knowledge of how they learn best
- Opportunities to reflect on learning, through responding to marking and improving their learning

5. The Quality of Teaching

In order for effective learning to take place, teachers should:

- Be enthusiastic and seek to inspire children
- Have secure subject and technical knowledge and how to make links to build on learning knowledge across the whole Primary Curriculum
- Have a good knowledge of children's interests learning styles and incorporate activities to suit a number of these
- Ensure that resources are well organised, prepared before the lesson and appropriate to help enhance the learning
- Have good communication skills and communicate clearly and effectively
- Have high expectations of children's behaviour and the learning they produce and be a positive role model, demonstrating behaviours expected of children
- Employ effective behaviour management strategies, using praise and rewards for good effort and sanctions in line with the school policy, to ensure that learning time is effective
- Seek to develop positive relationships with children, parents, colleagues and other adults
- Develop effective coaching systems to promote models of good practice in class and across the school
- Be approachable, patient, reflective and adaptable
- Have a good knowledge of their own strengths and how to apply these
- Use assessment effectively to inform future teaching
- Know what the next steps within learning are for the children and use these to plan an appropriate learning sequence
- Provide high quality feedback and opportunities for children to reflect on their own learning and support them to make improvements where necessary

6. Structure of lessons

What makes a good lesson and gives all children the chance to achieve?

- Lessons are well planned, are sequential with each lesson building on the next with a clear flow to it.
- Lessons are based on and build on prior learning, with links made to future learning
- A prompt start is made, and good timings and pace is maintained
- Learning objectives and outcomes are shared, explained and revisited during the lesson in accessible language for children and are used to scaffold children's learning and show the next steps
- Teaching sequence and planned activities cater for a range of different learning styles and abilities
- The class teacher has good subject knowledge and knows how this can be applied to building on what they have learnt previously as well as moving children's learning on
- Appropriate resources are well prepared and varied and are used effectively to support the learning
- Precise and accurate vocabulary is used and age-appropriate methods are taught to accelerate children's progress
- Activities and questions are differentiated effectively to ensure challenge for all groups of learners

- Children make good progress within the lesson and this is sustained
- High quality speaking and listening tasks and collaborative opportunities are used appropriately to support the development of personal skills and behaviours
- Recording of work is in line with school policy and there are high expectations in presentation
- Children are challenged throughout the lesson and encouraged to identify their own challenge appropriately
- Teachers and teaching assistants are effectively deployed throughout all parts of the lesson
- Teachers and other adults show enthusiasm and confidence for learning, to model this attitude to children
- Opportunities for effective assessment are used throughout the lesson (AfL, self/peer assessment, mini plenaries)
- Class teacher has the flexibility and confidence to adapt planning quickly to ensure that effective learning takes place
- Children are encouraged to and feel confident to take risks with their learning
- Children have a secure knowledge of how to improve their learning and use this effectively

7. The Classroom Environment

We believe that a high-quality learning environment has a direct impact on the standards and attitudes of the pupils in our school, we aim to:

- Encourage pupils to take pride in their work by showing that we value their work and learning.
- Create a learning environment that will stimulate interest
- Foster respect for the school environment
- Influence children's best presentation, organisation and tidiness
- Celebrate all children's achievements
- Use our displays to positively impact on learning
- Promote independence and ensure time effectiveness by ensuring access to resources and equipment
- Celebrate children's achievements to raise their self-esteem

What does it look like?

A good classroom environment contains the following elements:

- Current working walls to scaffold and support pupils learning
- Children can use the information on the displays to support their learning
- Good quality displays are frequently changed so that they relate to the unit of learning
- Clearly defined/Subject specific walls/areas, so that children know where to look to find information
- Equipment is tidy and well organised. Resources are clearly labelled, accessible, stored safely and relevant
- The teacher's area provides a good role model and sets high expectations for the children
- The furniture layout is appropriate, allowing for a range of groupings and ease of movement so effective learning can take place. Where necessary, Government guidance will be followed in terms of social distancing.

8. The Role of Technology

Technology should be used to enhance learning by:

- Engaging and motivating children through active involvement
- Adding an interactive element to their learning, improving accessibility for all groups of learners
- Providing opportunities to enhance the presentation of their work
- Providing opportunities to develop algorithms at various levels
- Improving knowledge across the whole of the curriculum
- Preparing children for a Computing literate world, by developing their skills
- Providing opportunities for children to have access to a high-quality virtual learning environment

It should be used to enhance teaching by:

- Supporting teachers' subject knowledge
- Providing more creative resources as a basis for adaptation
- Engaging children through the use of interactive activities
- Motivating children to learn, through different media
- Promoting self-esteem by active child involvement
- Bringing the wider world into the classroom and provide cross-curricular links within all curriculum areas
- Maintaining pace through lessons, as all resources are easily accessible
- Using multi-modal texts to promote learning and cater for the different learning styles

9. Remote Learning

Over the last 2 academic years, we have found ourselves developing the way we teach in order for it to be suitable for remote learning for children who are having to complete their schoolwork at home. This has involved developing the way we present and deliver our teaching, how we ask children to complete work and respond to staff feedback. Where possible, we have maintained our beliefs around quality teaching and learning and this has underpinned our remote learning developments.

For further details, please see our **Remote Learning Policy**.

10. Assessment

Assessment is an essential part of children's learning and has a huge influence, as it identifies next steps in their learning. As schools, we are committed to continually developing a range of assessment practices which ensure that each individual pupil is nurtured and challenged as a learner.

We will support them to be successful learners.

Further information can be found in the **Assessment Policy**.

11. Marking and Feedback

Effective assessment provides information to improve learning and teaching. We believe it is important to give our children regular feedback so that they understand what it is that they need to do better.

We believe that marking will:

- Encourage children by recognising effort and achievement.
- Help the children to see that their work is appreciated and valued.
- Enable the child to have clear feedback on their learning, which will identify their next steps in learning.
- Involve the child in their own learning and progress and are encouraged to accept guidance from others.
- Enable the teacher to track progress throughout a lesson and across time, identifying any misconceptions and use this to plan future work that accurately reflects the needs of each child.
- Provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school on raising standards, measured against National Expectations.

Examples of effective Marking and Feedback:

Examples of Marking and Feedback that can be used to support children's learning progress more effectively needs to be appropriately used for different learners at different points dependent on their needs but will generally fall into the following areas:

- **1) Support** – this may be through a scaffolded improvement prompt in their book where you provide them with some of the problem/s modelled by you and are asking them to respond to part of this themselves. E.g. Go back through your work and add more exciting adjectives where I have put a red star. Or it can take place in lesson feedback where you are supporting through providing additional resources or scaffolds - e.g. number lines, writing frames or any resource that children can refer to help them in their learning;
- **2) Consolidation** – this may be when you get them to complete additional questions that are similar to build confidence and embed learning either in the lesson or through your marking prompts; or where you get them to model to another pupil what they have done to complete their given problem; or it can be built upon through peer marking opportunities
- **3) Acceleration** – this may be when you encourage a pupil to tackle a more difficult problem within the class using the 'challenge by choice' model of learning
- **4) Challenge** – this may be where you are providing opportunities through questioning or in your marking improvement prompts for pupils to put learning into practice and apply their knowledge in different ways - e.g. How much change will you get if you spend twice as much? e.g. Can you use this method to solve the following? Etc

Marking Procedure:

We believe that all work should have some form of oral or written feedback, which identifies the next steps in learning. As such we aim to mark at the point of teaching where possible and appropriate, this allows the child to receive immediate feedback within the lesson as to the progress they have made. Adult intervention can then move the learning on, offering a higher level of challenge or provide the additional focussed support to ensure a child understands their learning.

When marking a child's work, staff use a range of methods:

- Positive parts of children's work (and where learning has been achieved) should be highlighted in **green** so that the children can see their achievements and what they are doing well against the Learning Objective.
- Areas where work could be improved and/or where the Learning Objective has not been met, are also highlighted in **pink**.
- Across school, teachers can use **Marking symbols** as a way of marking and providing feedback. These can be found in **Appendix 1**.
- Staff record feedback, comments, notes for intervention groups, pupil achievements etc on a class marking sheet, these are used by all staff and ensure consistency between lessons and different members of staff. A template is included in **Appendix 2**.

We believe that in order for marking to be effective, children have to be given time to respond and reflect upon the comments provided. In addition to the above-mentioned methods, the following also take place:

- Teachers also provide improvement prompts (in the form of wishes – these are usually pink) in their marking as appropriate throughout the week and in other areas of work too.
- Children are given time to respond to these in **red** pen so improvements and progress are visible to teachers and pupils to build on in the next lesson.

A staff guide is available for all staff and supply staff who work at the schools to ensure we have a consistent approach to making and feedback. This can be found in **Appendix 3**.

- **Marking Ladders** are used as a way of inviting children to be involved in assessing their own progress against the intended learning outcomes of the lesson.
 - Pupils can either assess their own progress towards these or peer-assess each other's work.
 - The CT then can check they agree with the assessment of the child and may provide verbal / written feedback
- **Differentiation – Challenge by Choice** - This approach allows children to choose their level of challenge in a lesson through the form of chilli challenges. This gives children more ownership of their learning and allows them to challenge themselves rather than being limited to what we think they can do. If we always tell the children what task they need to do in a lesson, we could be stopping them from reaching their potential and limiting their learning.
 - Children can choose which level of challenge they will do in a chilli lesson.
 - There are 4 levels of challenge which are referred to as 'Chilli Challenges'.



The **Tongue Tingler** chilli is the bare min we would expect of the children by the end of the lesson as it is age related.

The **Nose Runner** Chilli provides a challenge to practise a skill.

The **Eye Waterer** Chilli enable children to apply their learning in a different context.

The Beast incorporates greater depth. It can be accessed by all children not just the 'AA' but it does not have to be used in every chilli lesson at first. It may be introduced to some children, with the rest of the chillies, later on in the lesson or as a plenary/wish

- These challenges can be used in any lesson.
- Children are expected to move within lessons and this to be evidenced in their book.
- Children are encouraged to choose a suitable level of challenge. The theory behind this method is to provide children with aspirational learning challenges and to prevent capping learning.

➤ **Spellings:**

- Spellings may not always be corrected as they may not be the focus of the learning.
- If appropriate, mis-spelt words are identified and highlighted by the teacher in-line with the Year Groups' marking symbols. Spelling corrections may be written by the class teacher where appropriate.
- Where appropriate, the children in upper KS1 (by the end of Year 1) and KS2 are encouraged to correct their spelling and to ensure they spell it correctly in subsequent pieces of work, if used.
- Accurate spellings need to be modelled in all written work by teaching staff.

12. Presentation of Work

➤ **Handwriting and Writing equipment:**

Handwriting is taught systematically throughout school using Nelson Handwriting. This begins with sessions focusing on developing gross and fine motor skills and moves on to letter formation and joining. As children become more competent with their handwriting, they are able to use pens in their writing.

The main aim is that there is consistency throughout the school. The following agreements have been made:

Foundation Stage

- Initially anything which makes a mark is used, although a pencil should be used for assessing writing.

Key Stage 1

- A pencil is used for all recording.
- We teach handwriting both within our English and phonics sessions, as well as a discrete handwriting session with the aim of establishing legible, consistent (joined in upper KS2) handwriting in all pieces of work.

Key Stage 2

- To begin, children use a pencil to record their work in. Children work towards achieving a pen licence once legible, consistent, joined and independent handwriting is established.
- Provisional pen licences can be issued by the class teacher and children are then able to write in black/ blue pen in English Skills and Handwriting books only.
 - Full pen licences will allow children to write in pen in all books and will be given out by the English Coordinator at a later date once children have had some time to write in black / blue pen.

➤ **Presentation checklist**

To ensure we have consistency across all year groups and across all children's books, we have a Presentation Checklist that acts as a reminder for children and staff as to the agreed expectations around the presentation of work in books. The checklist is displayed in classrooms.

A copy can be found in **Appendix 4**.

13. Timetabling

The timetable is designed to provide a balanced curriculum throughout the children's time at school. This means that specific times allocated to subjects cannot be judged on one week.

Within our Curriculum Vehicles we plan for sessions by completing a Walk-Through plan. This is where we divide the learning into appropriate units of working time, dependent on what needs to be achieved. These are planned out into sequential steps towards achieving the Curriculum Vehicle's final outcome. Steps in the Walk-Through plan can be for one lesson, or may span several, dependent on content, skills and knowledge balanced with the teaching time required in order to deliver them effectively. Due to this our schools weekly timetable remains flexible in response to this.

However, some discrete subjects are taught alongside our Curriculum Vehicles as listed in section 3, we also ensure that:

- Every class has the equivalent of 2 hours of PE timetabled into their week
- Modern Foreign Language (French) is taught from Year 3 to Year 6
- English, Mathematics, Reading and Spelling, Phonics (in KS1) take place on a daily basis.

14. The Role of Curriculum Leaders

To support and quality assure our curriculum work, we have a Curriculum Development Working Party which consists of key subject leaders who are our experts. They review the year group statutory curriculum carve up and work together to provide ideas for potential future Curriculum Vehicles that will cover all statutory content, but with different collaborative outcomes and career links. They are also key to ensuring planning is sequentially taught to enable the build-up of key concepts, skills and knowledge over time for our pupils as they move through the school.

Our curriculum leaders aim to:

- Monitor progress and attainment in subject areas and action plan through their subject T2T to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for researching and requesting the appropriate purchase and organisation of resources;
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.

15. Related Policies

This Teaching and Learning Policy is linked to:

- Curriculum Statement
- Assessment Policy
- Early Years Foundation Stage Policy
- Special Educational Needs Policy
- Remote Learning Policy

Appendices

Appendix 1 – Key Stage 1 – Marking and Feedback Symbols

Appendix 2 – Marking Grid

Appendix 3 – Staff Marking Crib sheet

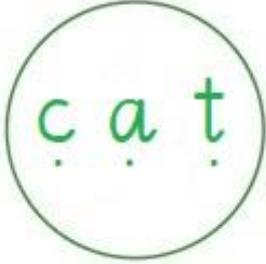
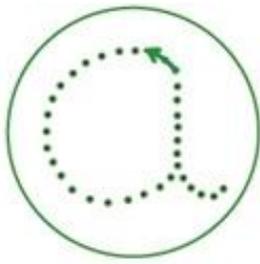
Appendix 4 – Presentation Checklist

Appendix 1

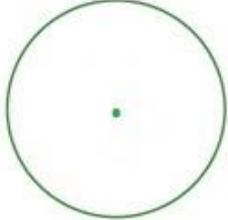
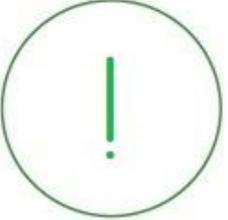
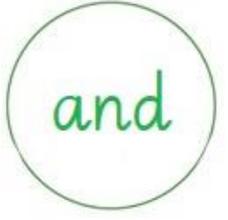
Marking symbols progression through school

Each year group's symbols include the symbol, the name of the symbol and a definition/example (unless obvious). Any given year group should also be familiar with symbols from all previous year groups and their use should be non-negotiable.

Foundation 1

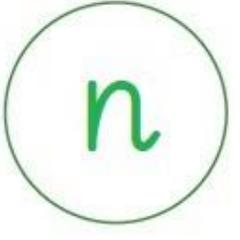
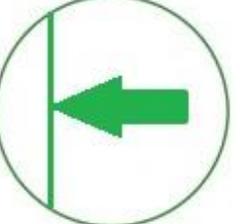
			
Sound out	Say it	Letter Formation	
	Orally tell you word/phrase/sentence.		

Foundation 2

			
Capital Letters	Finger Spaces	Handwriting Formation	
Use of capital letters to start sentences and for names.	Finger spaces between words.	Sitting writing on the line with consistent sizing and clear ascenders and descenders. Arrows pointing to a particular aspect could be used.	
			
Rainbow Grammar	Full Stops	Exclamation Marks	and
Using Rainbow Grammar (Star, Predicate, Stop) within sentences.	Using a full stop at the end of a statement sentence.	Using an exclamation mark at the end of an exclamation sentence or when using expression.	Joining single words and simple phrases using coordinating conjunction: 'and'.

Year 1

Note – specific coordinating conjunctions will be replaced with a symbol for all coordinating conjunctions in year 1.

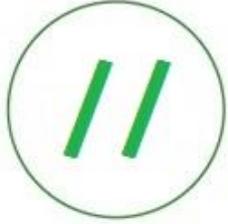
			
Adjectives	Verbs	Nouns	Proper Nouns
Use an adjective and know it as a word that describes a noun.	Use a verb and know that it is a doing word. Also learn that the verbs to be (am, is, are, was, were) and to have (have, has, had) are also verbs even though they often do not express doing.	Use nouns and know that they are a naming word for a person, place or thing.	Use proper nouns and know that people are marked with a capital letter for each word in their names.
			
Fronted Adverbials	Coordinating Conjunctions	Question Marks	Write from the Margin
Use fronted adverbials of time and place.	Use coordinating conjunctions: 'and', 'but' to link clauses together in sentences.	Using a question mark at the end of a question sentence.	When writing, write up to the margin on every line.

Year 2

Note – individual punctuation will be changed to one symbol (P) with the specific punctuation noted underneath in year 2.

			
Adverbs	Star Words	Pronouns	Proper Nouns
Use an adverb and know that it is a word that describes when, where or how a verb is done.	Use star words – words from word banks, topic/vehicle and words suggested by peers to make writing more descriptive/interesting.	Use pronouns and know that they are words that replaces a noun or a noun phrase.	Use proper nouns and know that people and places are marked with a capital letter for each word in their names.
			
Punctuation	Coordinating Conjunctions	Adverbial Clause	Expanded Noun Phrase
Use and know a range of punctuation (with the specific punctuation Underneath, e.g. “ . , ! ?).	Use coordinating conjunctions: ‘and’, ‘but’, ‘so’, ‘or’ to link clauses together in sentences.	Using subordinating conjunctions: ‘because’, ‘if’, ‘when’ at the start of an adverbial (subordinate) Clause that joins to a main clause.	Use expanded noun phrases and know that nouns can be expanded to add more details.

Year 3

			
Linking Adverbs	Paragraphs		
Use linking adverbs and know that they are words that links two sentences.	Use paragraphs as sections of writing consisting of one or more sentences grouped together and each discussing one main idea.		

Year 4

			
Non-Finite Clause	Openers	Moving Clauses	
Use a non-finite clause and know that it adds an additional idea to a sentence. This second idea adds more information about the subject in the main clause. It begins with an -ed (terrified) or -ing (waking) verb. It can be moved in a sentence.	Use a variety of openers (both single words and phrases) to create a variety of effects and impact.	Use clauses and know that they can be moved to the start, middle and end of a sentence.	

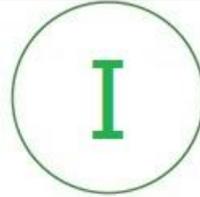
Year 5

			
Relative Clause			
Use relative clauses and know that they describe the noun or noun phrase that precedes it. It begins with a relative pronoun (that, where, which, who) which is sometimes omitted. A relative clause cannot be moved.			

Year 6

No additional new symbols.

General

			
Verbal Feedback	Supported	Independent	
Verbal feedback given to support teaching and learning.	Support given to achieve an objective and aid teaching and learning.	Independent work achieved in meeting a learning objective.	

Appendix 2 – Marking Grid

Intention:							

A = Absent
 Green or ✓ = intention understood
 Pink or ✗ = intention not understood
 No highlighting or left blank = not looked at within the session
 S = support

Points to consider:
 Post/pre-teaching
 Challenge
 Presentation
 Misconceptions

Appendix 3 – Marking Crib Sheet

Marking Grids

Rational



OFSTED does not specify the frequency, type or volume of marking and feedback. Inspectors will though look if teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff.

The time available for marking is not infinite, so the central question was: What is the most efficient way to spend it? By utilising Marking Crib Sheets

Intention:							
Miriam	Amna	Amy	Kayden	Alfie	Max C	Jasmine	Leah
Ellie-May	Neve	Kolby	Taygen	Nathan	Charlie	Drew	Luke
Owen	Christopher	Ethan	Max P	Jack	Isaac	Adam	Kaidan
Alex	Kiya	Kez	Romeo	Maddison			

A = Absent
 Green or ✓ = intention understood
 Pink or ✗ = intention not understood
 No highlighting or left blank = not looked at within the session
 S = support

Points to consider:
 Post/pre-teaching
 Challenge
 Presentation
 Misconceptions

When to use the marking crib sheet

In all English Skills and Maths lesson (as a minimum) but feel free to use in (Vehicle or) Engine sessions if appropriate:

- Not to be used in reading sessions.
- Not to be used for 5 in 5 or Guided Practice sessions.
- Not to be used in extended written outcomes – these need to continue to be marked in detail.

Principles of the Marking Crib Sheet

- Give children who you (and they) believe understand the learning intention time to record evidence that they do so whilst you support other children with the learning intention.
- Whilst circulating provide meaningful verbal feedback as well as marking the current work done.
- You may well (indeed almost certainly) not be able to circulate and give feedback to every single child in every single lesson.
- Make the marking crib sheet work for you.
- Liaise with any staff that cover your class to make sure that they know how you use the marking crib sheet.

Marking Symbols

Rational

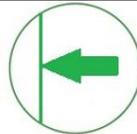
Through analysis of children's response where symbol-based feedback has been used, we have found that:

- It is easier to understand for the children than written feedback.
- It provides the children with a more specific focus for learning outcomes than the majority of written 'steps to success'.
- It is easier for adults to give feedback, measure the success of outcomes and set targets for future outcomes.

Principles of Marking Symbols

- We have a consistent approach to the use of symbols that is progressive through the year groups, but also consistent across the schools to support with planning and resources.
- The expectation is that staff and children (and even more so with children returning to school this term after a long absence) need to be familiar in the use of the symbols that come before their own year group.
- Symbols are not set in stone. If we need to change, amend or define new ones, we can do so but do it consistently across our schools.

Example of Year 1 Symbols:

			
Adjectives	Verbs	Nouns	Proper Nouns
Use an adjective and know it as a word that describes a noun.	Use a verb and know that it is a doing word. Also learn that the verbs to be (am, is, are, was, were) and to have (have, has, had) are also verbs even though they often do not express doing.	Use nouns and know that they are a naming word for a person, place or thing.	Use proper nouns and know that people are marked with a capital letter for each word in their names.
			
Fronted Adverbials	Coordinating Conjunctions	Question Marks	Write from the Margin
Use fronted adverbials of time and place.	Use coordinating conjunctions: 'and', 'but' to link clauses together in sentences.	Using a question mark at the end of a question sentence.	When writing, write up to the margin on every line.

How can we use Marking Symbols?

- Planning Templates
- Marking Ladders
- Peer Marking
- Within WAGPLLs and WAGOLLs
- Bookmarks as a prompt for individual
- In vehicle / Engine books as a prompt to apply recent learning

Appendix 4 – Presentation checklist for children

Presentation Checklist



Writing should be neat and sat on the line. It should be joined (in line with your year group's expectations).



Mistakes should be crossed out with one neat line.
Remember not to rush!



Front cover of books to be clean and tidy (no scribbling or writing on the label).



Drawings, diagrams, tables and graphs in pencil with pencil crayons to colour where appropriate. Lines should be drawn with rulers.



The date on the left-hand side starting from the margin.



Dates, titles, objectives or subheadings underlined with a ruler.



Sheets should be stuck in straight and should not 'hang' off the page.



Try to look after your pages and not curl them.



When using squared paper, use one number per square.
(You do not need to do one letter per square)