



Snape Wood Primary and Nursery School

Excellence for All

‘We are a small school that makes a big difference’

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

TEACHING AND LEARNING POLICY

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Autumn 2022
Review Date:	Spring 2024

1. Rationale

At Snape Wood Primary School, we believe every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives.

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

Positive; Respect; Inquisitive; Determination; Empathy

At Snape Wood, we take 'PRIDE' in everything we do. Our school values are at the core of our ethos. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our school is a calm, secure and happy place. Every child is different and unique. Every child is valued and given the opportunity to succeed and maximise their full potential.

We want everyone in the school to enjoy their work and play without fear of disruption or bullying. Our expectations are high and we insist on extremely high standards of behaviour and attitude from every pupil.

2. Aims and Objectives

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

As a school, we recognise that all children learn best in different ways therefore we provide rich and varied learning opportunities that allow children to develop their skills and knowledge, exceeding their full potential. Through our teaching we:

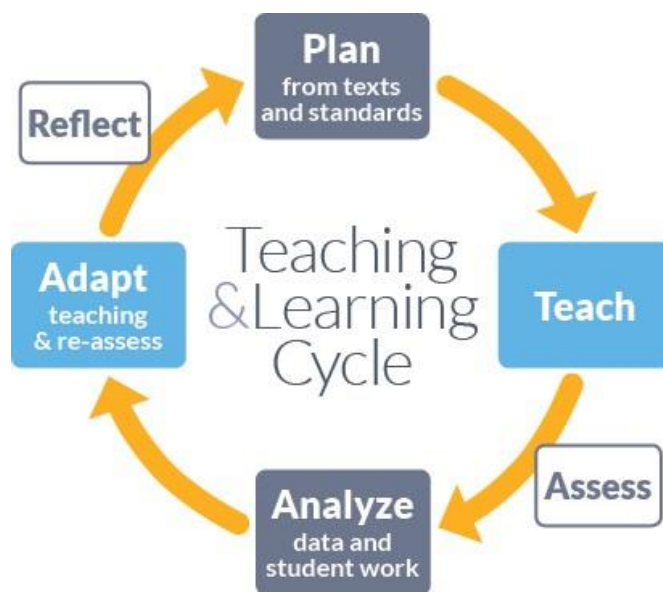
- Enable children to become confident, resourceful, enquiring and independent learners;
- Develop children's self-esteem to help them to build positive relationships with both children and adults
- Develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens;
- Take a pride in their work and the work of others;

3. Scope of this policy

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

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

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



Note that this policy will describe our assessment approach (marking and feedback; summative and formative practices etc.) as part of the teaching and learning process and not as a separate document.

4. Learning Environment

All pupils have contributed to our 'Statement of Shared Values' and the agreed supporting School Rules. Our ethos is underpinned by our 5 values - PRIDE. At Snape Wood, we take 'PRIDE' in everything we do.

At Snape Wood we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. It should:

- Be welcoming and inviting to children and adults by encouraging interaction and providing opportunities for good communication.
- Support and challenge learning by ensuring appropriate resources are accessible for all learners, encouraging them to be independent.
- It should scaffold and support learning through open resources and working walls in Maths and English.
- A flipchart should be used for modelled writing and examples of calculations for the pupils to refer back to.
- Use display resources to positively impact learning through consolidation; a reminder of previous learning and introducing new information and knowledge. All displays will be hessian backed in order to reduce the distracting learners from overly colourful displays and cognitive overload.
- Celebrate achievement and value effort in the display and presentation of children's current learning across the curriculum.
- Teachers update and change classroom displays at least each half term to reflect the current learning within the classroom. Teachers to use handwritten labels using the handwriting style being taught in the specific key stage (non-cursive, precursive and cursive handwriting). Avoid use of laminated posters printed from commercial websites such as Twinkl.
- Encourage co-operative and collaborative learning as well as good working relationships through the flexible use of space. Use Jigsaw techniques, expert stations and continuous provision are some examples of this.
- Promote an appropriate atmosphere for learning supported by the school's ethos; PRIDE Values, setting high expectations and following the Code of Conduct and school behaviour policy.
- The main purpose of displays is to value the work undertaken by our pupils and to remind and scaffold the learning process. The displays need to be informative and purposeful.
- The classroom must be tidy and should not have either a cluttered appearance, nor create too much visual noise.

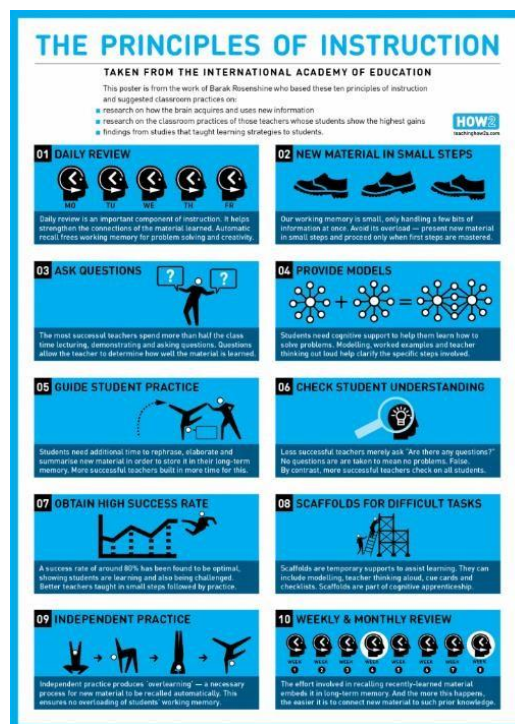
5. Pedagogy

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

Rosenshine's 10 Principles of Instruction are:

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

(See Appendix 1 for further detail)



At Snape Wood Primary School we facilitate these principles through:

- Structured sessions with clear routines that identify and address gaps and misconceptions through quality First teaching (QFT), through specific interventions which target gaps in knowledge, or same-day 'scoop and boost' catch-up. (see below)
- An emphasis on verbal, whole class and formative feedback that is immediate.
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- Planning templates with clear expectations for scripted modelling and success criteria for new knowledge
- Focus core skills and 'deepening skills' so all learners can succeed
- Regular opportunities for recall and review of previous knowledge
- Dedicated time to practice fluency and automaticity in foundational knowledge and skills in areas such as oracy, reading, handwriting and timetables as well as other operational knowledge.

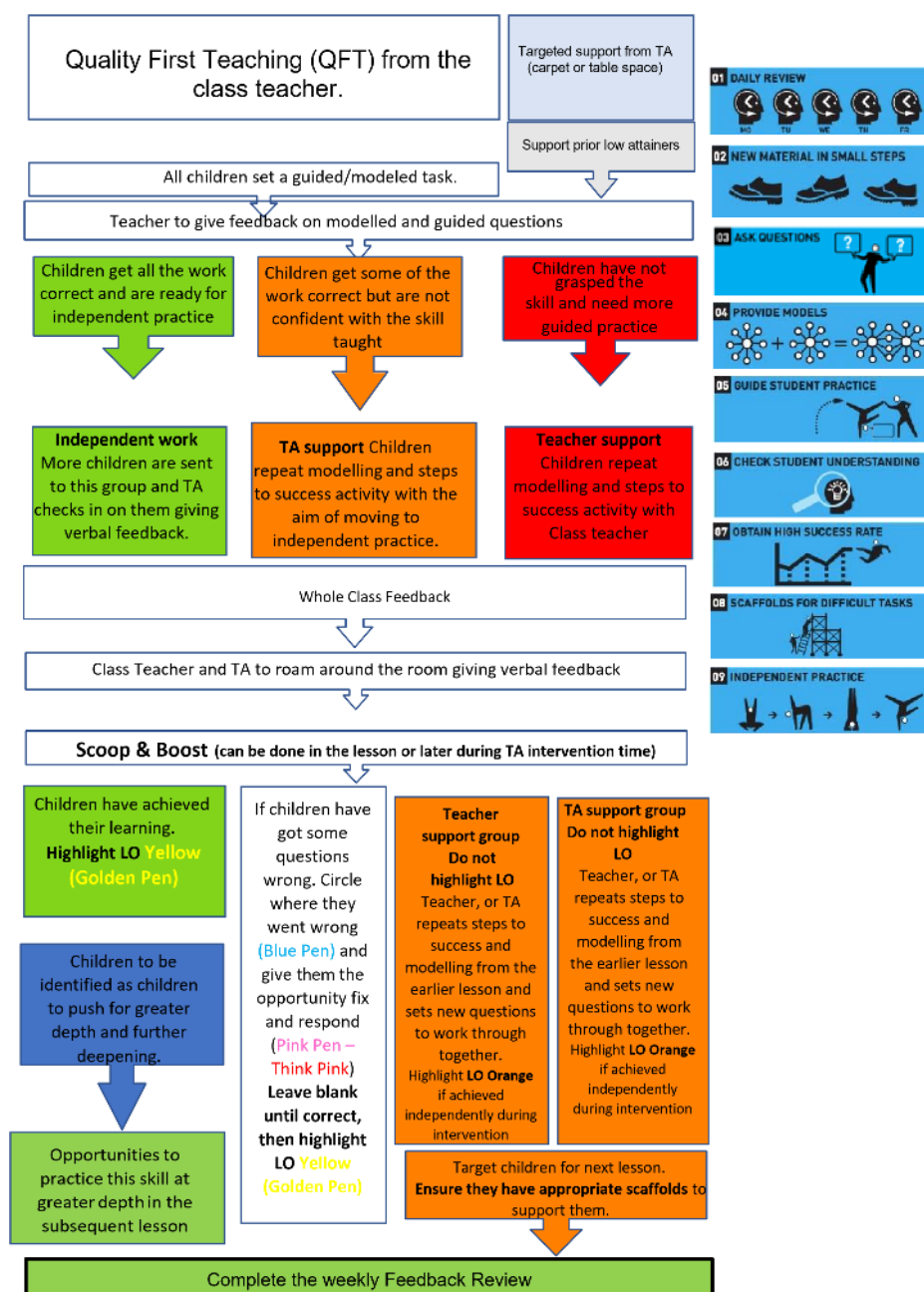
6. Classroom routines and processes: *Rosenshine in action*

'At Snape Wood, the primary role of all adults is to facilitate high-quality learning opportunities according to the principles outlined above'

The flow chart below indicates how this is achieved in a typical learning session (core subjects). The expectation is that all teachers will follow this routine, every day. Assessment for learning is at the heart of the learning process. The flow-chart shows how identification of pupil misconceptions and gaps are addressed through immediate verbal feedback and 'scoop and boost' sessions.

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

See appendix 2 for a full image



7. Teaching and Learning Sequence Linked to Rosenshine's Principles of Instruction

Scoop and Boost – Same day feedback response and gap filling

Receiving feedback is one of the most vital elements of making progress ([EEF toolkit, 2020](#) +8 months progress based on evidence). Timely feedback gives children information about their learning and attainment, as well as a chance to work on what needs to be improved. It is important to give the children time to reflect and implement the feedback.

At Snape Wood, feedback will be same day and immediate where possible.

Scoop and boost will be completed once a day linked to the English or Math's taught that day. The lesson will be completed by all children (see flow chart above) and will end with the children leaving their books open on the page to be marked by the teacher.

The teacher will then highlight the learning objective with a **Yellow** (Golden Pen -achieved), highlighted **Orange** if completed independently after receiving additional support, or left blank (support required) depending on the outcome. The teacher will then prepare the books ready for the scoop and boost session.

YELLOW	Children identified for possible GDS (greater depth) and will have deepening questions prepared ready for the next lesson. Children could be completing these during the daily review.
UNHIGHLIGHTED	During the lesson, teacher, or TA, to circle where the child went wrong, or an edit is needed, in Blue Pen , to give them the opportunity respond; to edit and improve in Pink Pen (Think Pink). If the child completes this independently, then they can be highlighted yellow
UNHIGHLIGHTED BY END OF LESSON	TA/Teacher to work with this group of children by remodelling the learning from the main session and completing some questions together. If the child is confident then allow them to complete some questions independently. Highlight Orange if the child is now able to complete the work independently. Leave blank if the child still requires support from an adult. These pupils are target children for next lesson. We want them to get Yellow (Golden Pen) next time

At the end of the scoop and boost the teacher, or TA will have highlighted in the correct colour the objective where necessary and will have a named group of targeted children ready for the next session.

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

Expectations for feedback in a lesson

- ✓ Each piece of work will be marked daily by using the highlighters – **Yellow (Golden Pen)** learning objective achieved independently, **Orange** – support needed to achieve the learning objective, or left blank to show pupil was still unable to grasp learning – evidence of modelling and verbal feedback will be evident in this book.
- ✓ Staff to circle in Black Pen areas for improvement/ editing. Pupils then make their improvements in **Pink Pen – Think Pink**
- ✓ Where children have worked with their peers and collaboration has taken place, any comments or marking needs to be in **Purple Pen** (used by the children – Peer Purple).
- ✓ Verbal feedback will be given during lesson time and a scoop and boost session completed each day linked to either English or maths. Staff must ensure that they are giving verbal feedback throughout the session. This will be evident in the children's books through the pink comments – think pink pens.
- ✓ In KS2, some classes are developing a code in order to facilitate feed forward feedback.

8. Target setting

- ✓ By using the feedback techniques, the teachers will be able to set targets for the children linked to the core skills, outlined in the assessment descriptors.
- ✓ These group targets will then become a focus for the children when completing work and they will know what they need to do to achieve their next step.
- ✓ Key areas of learning (non-negotiables) and new learning to be recapped at regular intervals. This could take the form of a quick quiz, think, pair share to the class, a practice question similar to those taken in tests, or creating a mind map of what has been learnt so far.
- ✓ Children who have been identified as working significantly behind age related expectations will have individualised targets which are informed by B Squared small steps tracker.



9. Monitoring processes

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

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

10. The Curriculum

Our curriculum is bespoke to Snape Wood and was designed to address the needs of our pupils and their context. There is a strong emphasis on developing core skills in English and Math's which link to a curriculum rooted in Bulwell's rich history and local context. The Rosenshine approach flows through the curriculum. Regular recall means that pupils' knowledge is built progressively and coherently. This will ensure that they have sticky knowledge – long term memory.

All curriculum content has been chosen and is viewed through the lenses of our school values. In unit has been aligned to a book to further enhance literacy skills across the broad curriculum.

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

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

- Maths: We follow the White Rose Curriculum and the principles of Mastery Approach. Content is taught progressively and uses physical representations and models to embed core skills. Teachers teach pupils using the CPA (Concrete, Pictorial and Abstract) model to embed mathematical skills and concepts. Pupils develop a deeper understanding of concepts by using manipulatives. Regular opportunities for reasoning application, demonstrate understanding and develop pupils' mathematical articulation.
- Phonics - No Nonsense Phonics: This holistic programme builds knowledge systematically and progressively through phonics, handwriting and reading.
- Writing - The Write Stuff: build's pupils' confidence with sentence structure across a broad range of writing genres whilst being flexibly to enable our creative teachers to plan to the aims of our curriculum.
- Reading – Book Talk (KS1-KS2): a whole class comprehension and a targeted group approach, ensuring all individuals are accountable. The Reading Rainbow – a fully comprehensive approach that targets reading competencies, covers the National Curriculum and develops understanding. Demonstration Reading. Demonstration Comprehension. In addition, the Ashley Booth Reading Scheme is employed in UKS2 to ensure children are exposed to a wide variety of challenging texts.

For further information on our curriculum and its intent/ implementation, please see the Snape Wood Curriculum Overview document.

11. Assessment

At Snape Wood, assessment is an ongoing process that we believe is fundamental to effective teaching and learning.

At SWPS, we use consistent approaches to assessment for learning through, retrieval questioning, mini-whiteboards, hinge questions, observations, the use of exit tasks and through planned interventions. Ongoing formative assessment allows practitioners to apply same day interventions for rapid impact and progress. In order to support quality first teacher assessment, at SWPS, we also do summative assessment every term. Teachers use GAP and QLA (Question Level Analysis) to help inform planning and support for the children as a cohort, small groups or individual.

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

However, in order to be robust and to prepare our children for SATS, (Statutory National Tests at the end of Key Stage one and two) children will undertake a more formal tests across Reading, Spelling Punctuation and Grammar and Maths. These will be carried out every term and will help inform our team of any gaps in learning.

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

- Retrieval quizzes - Low stakes assessment tasks, e.g. Big Maths CLICs and Retrieving
- Knowledge quizzes
- Subject specific vocabulary
- Peer and self-assessment
- High quality questioning
- Mini Whiteboard Assessment
- Hinge Questions

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

- Termly teacher assessments
- NTS assessments
- Mock SATs (Y6 & Y2)
- No Nonsense Phonics assessment (F1, F2, Y1,Y2)
- Statutory assessments: SATs (Y6 & Y2); Phonics Screening Check; Y4 multiplication tables check; Early Years framework – Baseline, Early years foundation stage assessment and reporting (See: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940833/2021_EYFS_ARA_V1.0.pdf)

C. Weekly Feedback Review Document – See appendix 3

The Weekly Feedback Review sheet is a tool used by teachers to aid in ongoing assessment of their pupils' learning. It is a live document that can be quickly updated and recorded to capture key information that is useful for the teacher in guiding their instruction.

The purpose of the sheet is to help teachers monitor their pupils' progress and identify areas where they may need additional support. The sheet includes sections for recording whole class misconceptions or areas where pupils may have struggled to understand concepts, as well as sections for writing, maths, and other subjects.

The sheet may also include sections for recording information about specific groups of pupils who require targeted support, such as those who need help with sentence structure or multiplication tables. Teachers can use this information to plan interventions and provide personalized support for these pupils.

Additionally, the sheet includes a section for monitoring each pupil's reading at home in a given week. If a pupil has not read at least three times in a week, the teacher can make a note of this in the document and plan to follow up with the pupil's parents or caregivers. By monitoring and encouraging pupils' reading habits, teachers can help to set them on a path to success and ensure that they have the skills they need to succeed in school.

Overall, the Weekly Feedback Review sheet is a valuable tool for teachers in tracking and assessing their pupils' progress in a variety of subjects and skills. By using this document, teachers can quickly identify areas where their pupils need additional support, adjust their instruction accordingly, and ultimately help their pupils achieve their learning goals.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

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

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

HOW2
teachinghow2s.com

01 DAILY REVIEW



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

02 NEW MATERIAL IN SMALL STEPS



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

03 ASK QUESTIONS



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

04 PROVIDE MODELS



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

05 GUIDE STUDENT PRACTICE



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

06 CHECK STUDENT UNDERSTANDING



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

07 OBTAIN HIGH SUCCESS RATE



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

08 SCAFFOLDS FOR DIFFICULT TASKS



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

09 INDEPENDENT PRACTICE



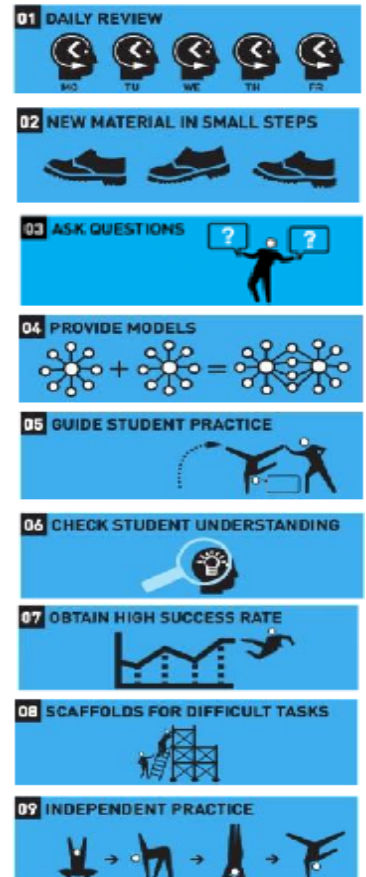
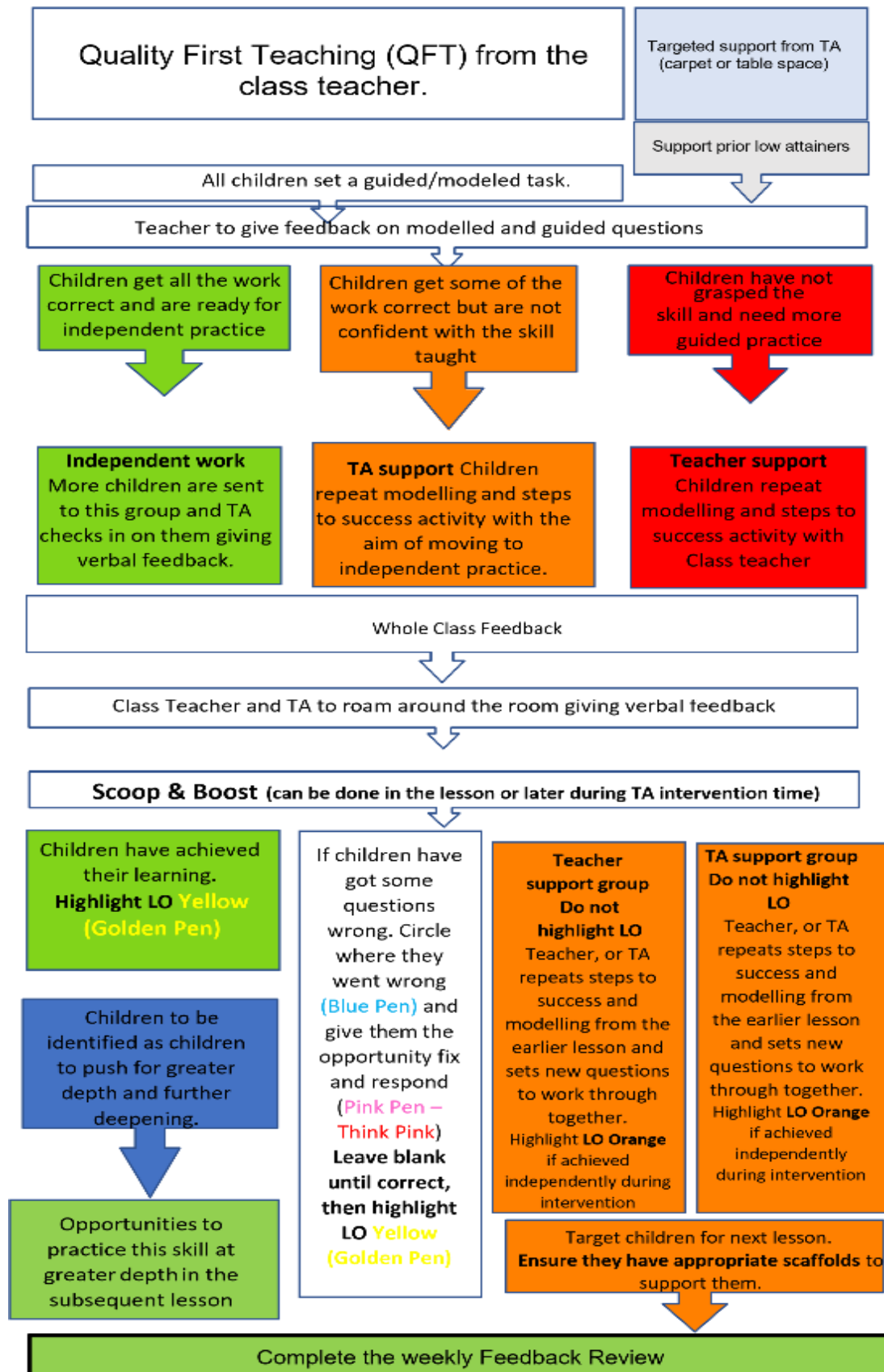
Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



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

Appendix 2



Weekly Feedback Review

Any child who has not read at least 3 times a week will require a telephone call home and a dojo message. Focus on children reading 5 x per week and why this is good for their development. This should be logged in their reading diary, so they have a chance to win a golden coin. Teachers target the lowest 20% when 1:2:1 reading