



# Ashbeach School Teaching Learning Policy



## 1. Introduction

At Ashbeach School everything we do underpins the ethos of '**LEARNING FOR LIFE - TO BE THE BEST WE CAN BE**'. By this we mean that skills, more than just the curriculum, are our focus starting from foundation stage, right up until the last day in Year 6, setting the theme of 'forever learner'.

When our children leave Ashbeach we want them to:

- Have a true love for life-long learning and be 'fired up' to learn;
- Be confident and be happy with who they are;
- Accept and respect difference;
- Be secure and safe;
- Be strong communicators and work well as part of a team;
- Be independent in a wide range of areas;
- Be problem-solvers and critical thinkers;
- Have secure mental health;
- Have social skills to cope with the reality of life and be able to mix with others;
- Know how to have fun safely;
- Know how to set goals for themselves;
- Know how to lead a healthy life;
- Be resilient;
- Have integrity;
- Have emotional intelligence - be honest and responsible;
- Have knowledge of their local area and have pride in where they live;
- Achieve well;
- Be proud and ready for the future and their next steps in education;
- Have happy memories.

We achieve this through an exciting curriculum that interweaves skills, knowledge, understanding, social skills and attitudes. We use a thematic approach to our foundation subjects and we make meaningful links with English and Maths where appropriate.

## 2. Learning Skills

We use a range of methods to help children with their learning:

### a) Growth Mindset

We encourage the children to have a growth mindset approach to their learning. We do not expect children to get everything right otherwise there is no challenge. We want children to show resilience with their learning and work hard to get out of the learning pit. Mistakes are called "mistakes" as we must make a mistake if we are to learn. When we make a mistake our brain grows as it fires synapses. Our philosophy is "I can't do it yet".

### **b) The B Posters**

The B posters help the children with different strategies/approaches if they are struggling with their learning such as ask a buddy, use bits n bobs, ask the boss etc. These encourage the children to be independent learners who can help themselves when they find themselves struggling.

### **c) Learning Powers**

We use learning powers to help us with our learning:

Concentrate - Fantastic Mr Fox

Enjoy your learning - Spiderman

Have a go - Judy Hops

Keep Improving - Three little pigs

Be Curious - Curious George

Be Cooperative - Shaun the Sheep

Don't Give Up - Finding Nemo

Use your imagination - Mr Potato head

### **d) Questioning**

We use a range of strategies to question the children. Sometimes there will be hands up, sometimes random questioning will occur using lollipop sticks, sometimes children will be asked. This will ensure that the pace of the learning is maintained and the children become comfortable with being asked about their learning and a variety keeps them on their toes.

### **e) Oracy**

We expect children to answer questions in full coherent sentences. We have prioritised speaking and listening for the past two years as this is an area of weakness when the children start school. We provide opportunities for paired talk, group work and lots of discussion. New words are taught to the children in a way that they will stick and subject vocabulary is on display in the classrooms.

### **f) Assessment for learning**

We also expect children to have the opportunity to use the following AfL strategies:

- Talk partners (random pairings that change each week)
- Self-marking
- Self and peer-assessment and improvement
- Rich questioning
- Target setting for the next piece or unit of writing

## **3. Teaching Styles**

At Ashbeach we believe in children being actively involved in their learning and we strive to use the school environment and local area to enhance learning experiences. Children work mainly with learning partners, teaching and supporting one another. We also find opportunities to group children for projects so that they are able to develop their interpersonal and leadership skills.

Once children are working after an initial input, staff 'dip' into the learning and support/challenge children in situ. Sometimes an adult may take a group of children to consolidate, challenge or deepen learning.

Staff will sometimes use misconceptions identified by pupils as a learning tool within the lesson and share children's work on the visualizer as a learning or evaluation tool.

#### 4. Assessment

All assessment carried out at Ashbeach should be informative and purposeful. Our belief is that assessment should tell us where our learners are at currently and what the next steps for them are whether this is through a formal or informal assessment. We do not want to spend our time weighing the pig, we want to be able to fatten him up.

##### a) Summative Assessment

We will carry out some initial base line assessments in September and then we will assess our children using three assessments points through the academic year. Those assessment points being the end of November, the end of February and June (May for the year 6 SATS)

Time of Year	Assessment
September	STAR Reading baseline STAR Maths baseline
End of November End of February June	STAR Reading NFER Reading Assessment NFER SPAG Assessment STAR Maths NFER Maths Assessment

Writing will be assessed through the use of "Colds" (assessed piece of writing in genre type before teaching) and "Golds" (assessed piece of writing in genre type after teaching).

##### b) Formative Assessment

Teachers will use their ongoing assessments to monitor where the children are in their learning and use these to inform their future planning and lessons.

##### c) Summative Assessments and Formative Assessments

Some assessments carried out will serve dual purpose - where the children are at and what needs to happen.

Writing is a good example of this and the writing is assessed using colds and golds. A cold is carried out at the start of a new block of work to assess where the children are at with that text type and what needs to be taught. A gold is then carried out at the end of the teaching to assess what the children have learnt, what still needs to be taught and where the children are now with their learning.

Equally in maths the teachers will use short assessments at the end of a block of work to assess how well the children have understand the concepts and what further work is needed.

In guided reading time the teacher will assess the children to see what skills need to be unpicked further but equally to inform where the children are with their learning.

For reading, writing and maths the teachers will use a learning journey to record their evidence. This will then be used with the summative assessments to make a decision about where the children are at for this point of the year.

As a school we accept that not all of the children will perform the same in a formal assessment as they would otherwise. The assessment at each data point will be where the teacher thinks the child is working based on all of the evidence. Case studies are written for the year 6s where the formal assessment cannot be informed (due to SATs).

## 5. Marking

The purpose of marking work is two-fold. The learner needs to understand how they have done and what they need to do further and the teacher needs to understand what has been achieved and what the next steps are.

Heavy marking is burdensome for the teacher and for the work it creates it does not provide a comparative impact for the learner. The following symbols will be used across the school:

LT:	Learning To:
	The child has understood the learning
	The child has partially understood the learning (hashed green highlighted)
	The child has not understood the learning
" "	An adult has spoken to a child giving verbal feedback using a key word/phrase of what is discussed
~~~~~	Spelling mistake (spelling, grammar, punctuation)
^	Something missing (letter/sentence section/word etc)
?	Something not understood
//	New paragraph
x	Incorrect answer
✓	Correct answer
0	An incorrect number or symbol
_____	Answer required
Success	Successful work will be indicated in green using highlighting or a tick
Next steps	'Moving on/next steps' comment will be given in purple to aid development
	A purple stick man - to show an adult has worked with the child. If next to the LT: for the whole learning, if next to a section just for that section
	A turquoise stick man - to show the child has worked with a partner
	Two turquoise stick man - to show the child has worked in a group
GG	Guided Group

<b>LT:/wow</b>	Peer/self-marked and success identified
<b>LT:</b>	Peer/self-marked and partial success identified
<b>LT:/nice</b>	Peer/self-marked and improvement needed
<i>(The car is red.)</i>	The child has dictated what they have written or teacher will indicate it has been scribed.

We support, value and actively encourage marking within the lesson where the adults will dip into learning and provide instant feedback there and then. Where this is a success this will be shown in green and where this is an improvement this will be shown in purple (in line with the above symbols). Next steps in maths is usually the next lesson or within the lesson. There is therefore no expectation on teachers to provide a weekly next step comment in maths. This will occur naturally during the maths lesson process.

Within writing we recognise that this is more likely to happen within the innovate and invent stages. Again we recognise this may occur in the lesson or is more likely than maths to happen after the lesson. When feedback is given outside of the lesson, we encourage adults to use one word using the purple pen so that the feedback can happen verbally. There may be several children requiring the same improvement.

We value the benefit of the children having instant feedback and the child will also engage in self and peer marking. The teacher will use a range of ways to ensure that they understand how the lesson has gone for the learner by looking at the books or using eyes closed, hands up approach.

## 6. Presentation

At Ashbeach we see taking pride in our work as a life skill and we have a high expectation of presentation and consistency.

### a) Maths Books

**Red - Year 1-4 10mm squares, Year 5-6 7mm squares**

- A margin to be drawn 3 squares wide using a ruler.
- The numerical date (6 digit) is to be written on the left hand side of the top line of the piece of work.
- Learning To (LT) - a one square space to be left underneath the date and a shortened/clipped LT followed by a colon (:) to be written and underlined using a ruler.
- A one square space to be left under the LT and the work then begins.
- Each question number to be written in the margin next to the question.
- One digit per square (but there is no need for one letter per square).
- A new piece of work should begin on the same page as a previous piece where there is half a page space or more. 2 lines should be left after the last piece and a line drawn, with a pencil and ruler, on the next line.
- A single line should then be left before beginning the next piece of work.

### b) English Books -

**Blue - KS1 12mm lines, KS2 8mm lines**

- The full written date (correctly spelt day, date and month) is to be written on the left hand side of the top line of the piece of work, next to the margin. Children in Year 1 will work towards this expectation throughout the year.
- Learning To (LT) - a one line to be left underneath the date and a shortened/clipped LT followed by a colon (:) to be written and underlined using a ruler.
- A one line space to be left under the LT and the work then begins.
- Each question number to be written in the margin next to the question if there are question numbers.
- A new piece of work should begin on the same page as a previous piece where there is half a page space or more. 2 lines should be left after the last piece and a line drawn, with a pencil and ruler, on the next line.
- A single line should then be left before beginning the next piece of work.

### c) Other Books

A range of other books are used across the school. The expectation in presentation remains the same across all of these books.

### d) Handwriting

- Cursive handwriting to be developed from foundation stage and to be expected by all children. Resources created by staff will use the cursive style where possible and practical.
- Children with fine motor skill difficulties will be provided with additional resources (eg, pencil grips) and support (eg. Intervention, workbooks) to be able to use a cursive style.
- Mistakes will be crossed through with one straight line. (We do not use rubbers at Ashbeach as this goes against our philosophy of learning from our 'mistakes')
- Children in Year 5 and 6 will be awarded a pen licence to be used in all books apart from Maths books once they have mastered the cursive style and can use it consistently across subjects.

Children with special educational needs (eg, those who struggle with handwriting, fine motor skills or have dyslexia) may require books with different coloured paper, books with wider spaces or any other adaptation that is possible. We will expect the same in terms of presentation for all children.

## 7. Our Curriculum

### a) English

The basic skills of speaking (oracy), reading, writing and spelling (including phonics) are taught using a range of integral and stand-alone lessons.

#### - Oracy

Developing oracy is an essential life-skill and at Ashbeach. We insist that children speak in full sentences using age-appropriate language. Any incorrect grammar spoken by the children will be rephrased by adults using a repetition of the statement with the correct language. This will be done subtly but so that the child can hear the correct form of the spoken language.

As part of the lesson structure children at Ashbeach are expected to ask and answer a range of questions and explain learning to each other and the group or class. All children will also have the opportunity to take part in a school play every year with many speaking parts.

As part of our 'Talk For Writing' at Ashbeach children learn texts using picture clues and story/text mapping. Through this method children learn to 'magpie' (copy) new language exposed to them.

#### - **Reading**

At Ashbeach we believe in children having access to a range of high quality real books in their reading. Children read from a range of phonics stage banded reading in foundation stage and key stage one. In Year 2 (and with some Year 1 children who have accessed the phonics staed books and need pushing on) the children move to reading books as part of Accelerated Reader (a book scheme that links real books to online quizzes, sets reading ranges and targets and creates analysis records for staff). Children are expected to read at least three times a week from Year 1 and daily in foundation stage. Every child has a reading record books that travels between home and school and allows communication regarding reading.

At Ashbeach we believe that guided reading, using a range of real-life high quality texts helps to challenge children with their reading skills. This is organised on a weekly basis lead by adults. Staff also lead Talk4reading sessions with high quality texts each week.

'Learn to read' skills developed at Ashbeach:

- Decoding - sounding words out;
- Fluency - instantly recognising words without sounding them out;
- Context clues - using words within the sentences to work out unknown words;
- Vocabulary - understanding the meaning of words;
- Sentence construction and cohesion - understanding how the sentences are built and making connections between and within sentences;
- Reasoning and background knowledge - reading between the lines using inference and deduction to extract meaning, purpose and intention.

#### - **Writing**

In foundation stage the children are given a range of writing opportunities within inside and outside continuous provision and are pulled into groups for additional exposure. Where children are hesitant to write adults go into the learning and encourage the children with their mark making. All writing has a purpose from name writing, to labels for the role play area and outside area. A range of writing resources are always accessible to the children.

At Ashbeach writing is taught in units or blocks and feeds from oracy and reading of established texts. A whole range of genres are read, rehearsed, boxed up, imitated using Pie Corbett's Talk For Writing strategy.

Where possible, writing links in with the current theme and writing is applied in the theme work too. The standard of writing should be comparable within English and theme. Children are given real purposes and/or audiences for their written work. Self and peer editing features heavily throughout the writing process.

The skills of punctuation and grammar are taught through the units of work and can be stand-alone lessons, particularly in key stage two.

#### - **Spelling and phonics**

Phonics teaching begins as soon as the children have been baselined in foundation stage through sound walks and hunts leading to the children learning their initial sounds to digraphs and trigraphs. Storytime Phonics is the scheme used in foundation stage and Year 1 at Ashbeach as it uses a range of stimulating real life books to bring phonics teaching to life. Games, role plays, actions, hunts, sayings and songs are used as well as stories to aid the children's learning.

Spellings are taught from Year 1 using the common words lists from the national curriculum, broken down into year groups. From Year 2 to Year 6 the children learn 5 spellings a week with a common pattern, rule or root word. These are taught through a range of LCSWCh, derivation, learning the rule, finding others that fit the rule and finding ways for the spellings to stick. We have created our own spelling programme that draws on the national curriculum spelling lists. In addition, the children learn one or two spellings from the common exception words lists each week and they are assessed on these at least twice a year.

#### **b) Maths**

We follow a mastery approach for the teaching of maths using small step build ups to grasp concepts. We ensure that we develop both fluency, reasoning and problem solving in the activities that we provide to the children. We use the White Rose materials and Maths No Problem textbooks to support our planning. We want children to have a good conceptual understanding of what is being taught rather than know a set of procedures to follow. To do this we have a range of practical resources that are available in every lesson to support the children's conceptual understanding. We expect maths baskets to be out every lesson regardless of whether the adults think they will be used! In our maths skills lessons we focus on number skills such as basic facts, times tables and development of strategies to assist with the four operations. We are also using Active Maths to assist with the teaching of maths to make it sticky.

#### **c) Science**

Science is taught either as part of a theme or as a separate stand-alone theme in order to ensure that tenuous links don't detract from the quality of learning. Children learn scientific skills through observation, investigation and experimentation and through research. Maths links are made where appropriate, especially with statistics and measurements. The outside area and the local environment are used as much as possible as are visits further afield. Once a year the children take part in National Science Week, where visitors are brought in and the children have further opportunities to be inspired by Science.

#### **d) History and Geography**

These subjects are mainly taught within a theme approach and through a skills curriculum. An inspiring vehicle will take the children through a learning process beginning with a 'big bang' and ending with a culmination of their learning. Strong links are made with English and other subject areas to help bring the subjects to life. Visitors in and visits out help the children's learning to 'stick' and we use the outdoor environment and the local area as much as possible.

#### **e) Music**



Music is taught through the 'Charanga' scheme, where elements of music are linked and taught through the medium of a song or a piece of music and the playing of instruments form part of the block of work. Music lessons may be taught weekly, fortnightly or within a block. The children also learn a range of songs through assemblies and school productions. The choir have a strong presence at Ashbeach too and perform a number of times within the local area and take part in Young Voices annually.

**f) Art and Design Technology**

At Ashbeach art and design technology are taught through a process of skills based learning starting with exploring skills, planning, testing out, completing independent work to apply the skills and evaluating the art piece or object made. These often run through 4 or 5 lessons. Artists and designers from history are also discussed and their work imitated and techniques applied by the children. Art and DT are taught weekly, fortnightly or within blocks.

**g) Computing**

At Ashbeach computing is taught within our themes and our English work. We mainly use Ipads and unplugged activities and we have a small number of laptops.

**h) PE**

The children are encouraged to be as active as possible at Ashbeach. We have invested heavily in playtime equipment to ensure that every opportunity is made to get the children as active as possible.

Adults are encouraged to complete brain breaks for the children during their learning including physical activity and running to keep the children active.

The children have two hours of PE over the course of the week. This is either two one hour lessons or a one hour lesson and 4 15 minute sessions to develop skills. Over the course of the year the children will develop their skills in gym, dance and games. In KS2 this is broken down into invasion games, net wall games and striking and fielding.

We recognise the benefits of physical exercise for mental wellbeing and support the use of physical exercise to maintain a happy balance.

**i) Religious Education**

At Ashbeach we follow the Cambridgeshire syllabus for RE. lessons are mainly taught weekly and we sometimes plan collapsed days where children work across school to develop their understanding and appreciation of different religions and celebrations, comparing and contrasting these to Christianity.

**j) Personal Social Health Education and RSE**

We follow the Cambridgeshire PSHE scheme and ensure that time is given weekly to circle time and PSHE activities. This is prioritised as a way of prioritising our children's emotional and social wellbeing and maintaining class and school cohesion.

**k) Modern Foreign Languages**

At Ashbeach Spanish is the language that is taught from Year 3. It is taught by a L3TA who is fluent in Spanish. Teaching schemes are provided by the local Secondary School (Abbey) to assist the teaching and to ensure strong progression through the school and into secondary school. Skills taught are mainly oracy but some written language is expected. MFL is taught weekly for 20- 30 minutes.

**8. Homework**

As a school we recognise the benefit of consolidating learning at home but also appreciate the time pressure this puts on families. Each week the children will come home with a set of spellings to learn and suggested methods by which to do this and a times table activity (this could be a game, use of TT rockstars, a sheet etc). In addition to this the children will receive an English piece of homework or a maths piece of homework on alternate weeks (for year 6 they will receive an English and a maths piece each week). Homework will come out on a Friday and is due back in on a Wednesday. We encourage the children to take responsibility for organising themselves and so homework can be returned from Monday. Anyone who does not have their homework in by the Wednesday will attend homework club one lunchtime to complete their homework (regardless of whether it has been done at home and just forgotten).

The children will also have a school reading book and they should be aiming to read at home at least 3 times each week in addition to this.

## 9. Non Negotiables

At Ashbeach we understand difference and celebrate uniqueness. We accept that all the adults who work in school are unique to them and we celebrate their different qualities that they bring to our school. But equally we understand the need for consistency across the school and the safety this brings to our learners. We have therefore created a list of non-negotiables for the adults to follow. We monitor against these to ensure that the areas where we value consistency are in fact consistent.

## 10. Equality

Ashbeach is an inclusive school and does not discriminate against any of the nine protected characteristics. (Please see Equality Policy) we use every opportunity to promote diversity, difference, equality and British Values.

## 11 Monitoring

This policy will be reviewed annually and was last update on 1.9.21.

This policy was ratified by Governors on

Signed:

*ttchalluor* Head

13-9-21

*Marie*, chair of gov

## COVID ADENDUM

If we have to operate class bubbles again due to outbreaks of COVID there will be temporary changes to this policy.