


Comber Grove Primary School



Teaching and Learning Protocol 2022-2023

Agreed by:	Full Governing Body Meeting
Signed:	
Date:	Thursday, 08 th December 2022
Review Date:	October 2023

'Small School. Big Heart!'

Mission Statement

At Comber Grove Primary School we are committed to developing lifelong learners and responsible citizens with a clear vision for their future.

Teaching for Learning Policy

- ✓ To provide a safe, happy, healthy and friendly environment, which enables children to develop their self-esteem and decision-making skills enabling them to make a positive contribution to school life and beyond
- ✓ To instil a love of learning and promote high expectations, celebrating both success and effort
- ✓ To provide an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- ✓ To work hand-in-hand with parents/carers and members of the Comber Grove community to maintain and develop a school of which we can all be proud.

Guiding Principles

We demonstrate deep knowledge and understanding of the subjects we teach

We plan lessons effectively

We are determined that pupils achieve well

We capitalise on opportunities to use feedback, written or oral, to improve

We use live marking to support pupils to make instant progress

Key vocabulary is taught and used in every lesson

Learning is retained when delivered through meaningful contexts

This policy is designed to...

- Set out guidelines for the agreed principles and approaches which underpin teaching for learning in our school
- Promote consistency of approach and expectations, continuity and progression in order to improve the quality of teaching for learning
- Recognise, acknowledge and implement the most effective classroom practices, in order to further children's learning intellectually, socially, emotionally and physically
- The policy takes account of...
- The nature of our school community and the context in which teaching for learning takes place
- The collective experience and expertise of both teaching and support staff
- Educational research and knowledge and understanding about children and education

Our primary aim is delivering a high-quality education to all children by providing teaching that:

- Is relevant to the needs and interests of all children giving them the opportunity to develop self-knowledge and self-esteem
- Provide children with the essential basic skills and instils a love of learning
- Promotes high expectations celebrating both success and effort
- Challenges and supports to empower all children including those with special needs and the most able
- Enables children to take ownership of their learning with the confidence to question and be independent
- Supports the family learning together

1. Learning Environment

Our ethos on Learning Environment is inspired by the following quote:

“Have nothing in your house that is neither useful nor beautiful.” William Morris

We firmly believe that the environment drives behaviour and that we cannot separate ourselves from it. Our commitment to developing and maintaining the highest quality environment is a central strategy in our effort to raise standards within the context of a rich and varied curriculum.

Adults and young people have a right to the best that can be provided. At Comber Grove, we aim to create a learning environment both in and out classrooms which stimulates and promotes learning at all times.

Learners must respect and look after an environment that has a pleasant, orderly and cared for appearance, and one that they or their peers have helped to create.

All staff should regularly review the learning environment they are responsible for, to ensure that it supports and promotes learning and mental wellbeing.

All resources in classrooms, corridors and shared areas should promote or support learning; they should aim to raise self-esteem and they should show respect for learning and for learners. In all cases these resources should be useful, informative and attractive.

Learning Environments

- EVERYBODY has a responsibility for maintaining and developing the quality of the school environment
- EVERYBODY clears up after themselves
- Challenge Clutter - If it is not being used, get rid of it
- Use the stockroom efficiently within the correct system without stockpiling: take only what you need
- Take pride in the school environment and encourage the pupils to do so (**do not staple into woodwork**)
- Displays must be of the highest quality: never allow them to become tatty
- Classrooms must be organised and attractive learning environments:
 1. The theme and curriculum subjects must be displayed showing the WALT
 2. The school values must be displayed
 3. Furniture must be organised to maximize space
 4. Books and other resources are stored neatly
 5. Coats and bags are stored / hung up neatly at all times
 6. Display must be on boards only (not on windows, blinds, walls and woodwork)

Teaching Standard 1	Establish a safe and stimulating environment for pupils, rooted in mutual respect.
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2. Presentation

- Pupils are taught to hold their pencil / pen correctly
- Pupils are taught how to use a ruler properly
- Space is not wasted in exercise books (rule off the last piece of work)
- Pencils (including coloured pencils) must be sharp at all times
- Pupils should write in pencil in Reception and Year 1 and can earn a pen license from Year 2.
- Pupils write in cursive script from Year 2 to Year 6. Staff should model writing in cursive from Year 2 and up.
- Name labels are to be stuck on the front cover of books and they are to be kept in a plastic folder
- Any sheets to be stuck into books should be neatly trimmed

3. Teaching and Lessons

- Teaching should be lively and engaging
- Curriculum Overviews are adhered to
- Termly showcases are shown to parents 3 times a year to celebrate achievements
- Explanations and instructions should be clear and concise
- It is clear what pupils are learning in each lesson and progress is evident
- Imprecise talk will be challenged (model language and use talk scaffolds)
- New and challenging vocabulary is introduced or reinforced
- Pupils are given thinking / discussion time
- Teamwork (rather than competition) is encouraged
- Higher attainers are engaged, interested and suitably challenged
- Lower attainers are supported where necessary
- SEND pupils are challenged and supported where necessary

4. Marking and Feedback

At Comber Grove, we know that the purpose of marking and feedback is for children to make progress. Marking must be timely and purposeful and is an important part of the assessment process reflecting the aims of the school, which seek to encourage the highest possible standards for each child.

The marking policy aims to encourage a positive self-image and increase pupil independence in learning. The marking policy takes into account the school's policy on equal opportunities. Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning.

We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning. **Every piece of work completed by children must be marked/acknowledged.**

Live Marking

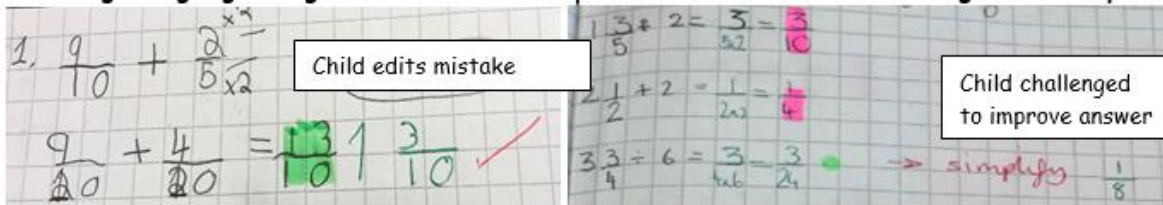
Teachers and support staff (in consultation with the teacher) are expected to live mark. This is marking *whilst the children are learning*, to ensure **instant progress**.

Live marking is completed with highlighter pens.

Pink – evidence of meeting the WALT and/or success criteria.

Green – mistakes which need editing

If something is highlighted green, the child is expected to edit the mistake in green biro pen.



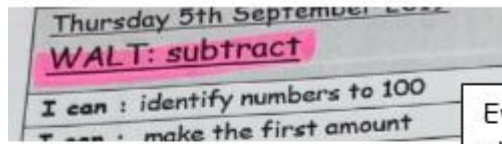
Where Live Marking is verbal, teacher/child should indicate **VF**.

Teachers use **red pen** to give comments or ticks in books.

WALTS should be highlighted by the teacher at the end of the session:

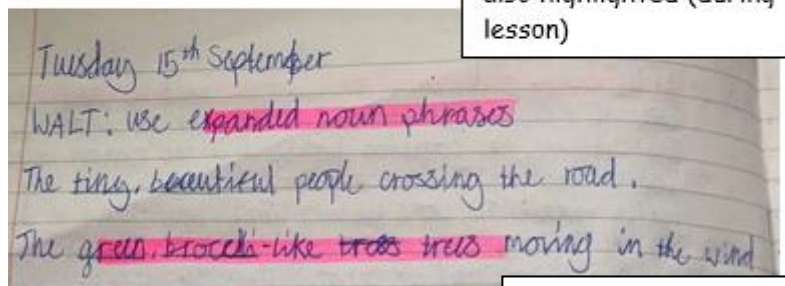
Pink – if the child has achieved it

Green – if the child has not achieved it



Evidence of the WALT also highlighted (during lesson)

Where WALTS are highlighted **green**, there must be evidence of an intervention to support the child to meet the WALT.



Child not joining up, intervention/next step to practice joining

Reflections and Next Steps (completed in green pen by children)

At the end of most sessions, children are expected to write either:

Reflection – this is where a child comments on their learning, how they feel about it and what skills they have progressed with. Children can refer to the targets in the front of their books for this.

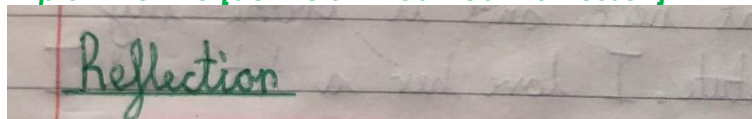
Children could be asked:

What are you proud of today and why?

What skills helped you to be successful today?

Where can you apply these skills in real life?

Explain how to [do the skill learned that lesson]



Today I am proud of my work because of the sentence starters I used and expanded noun phrases.

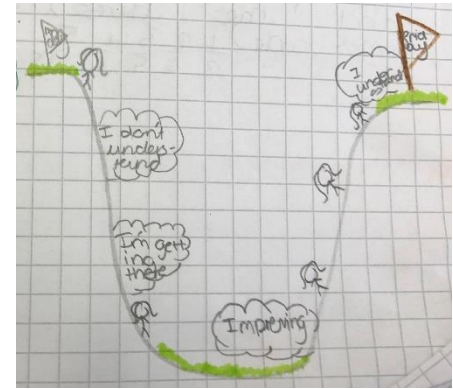
Reflection
In this piece of writing, I have used great sentence starters.

Reflection:

Today I have learnt how to look and count perimeters of shapes properly. I found this lesson really easy and to show you here's an example.

1	2	3	4	5	6
16					7
	15	14	13	12	
				11	
					10
					9

Some people think that this would be 15cm/14cm but it's actually 16cm.



Or...

Next Step – this is an additional challenge to push the learning on.

Next Step:

Anne arrives at the shop at 2:15, she leaves 15 minutes later. What time does she leave the shop?

She leaves at 2:30

What is the purpose of an expanded noun phrase?

The purpose of an expanded noun phrase is to add an adjective to your noun to make a text interesting

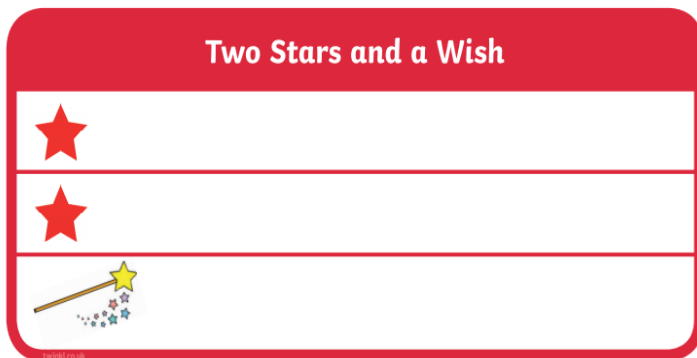
Teachers must give children time to respond – this could be at the start of a lesson or for Early Morning Work.

Marking of writing

Children are expected to edit writing pieces in **green pen**. This is editing spelling, punctuation and grammar, as well as upleveling sentences.

Children are encouraged to use word mats/dictionaries to find the correct spellings of words.

At the end of a final draft of writing, the teacher should complete:



The stars should be elements of writing that are evidenced in their piece

i.e. I like your fronted adverbials

I like your capital letters and full stops

The wish should be how to improve the next piece of writing (taken from their objectives).

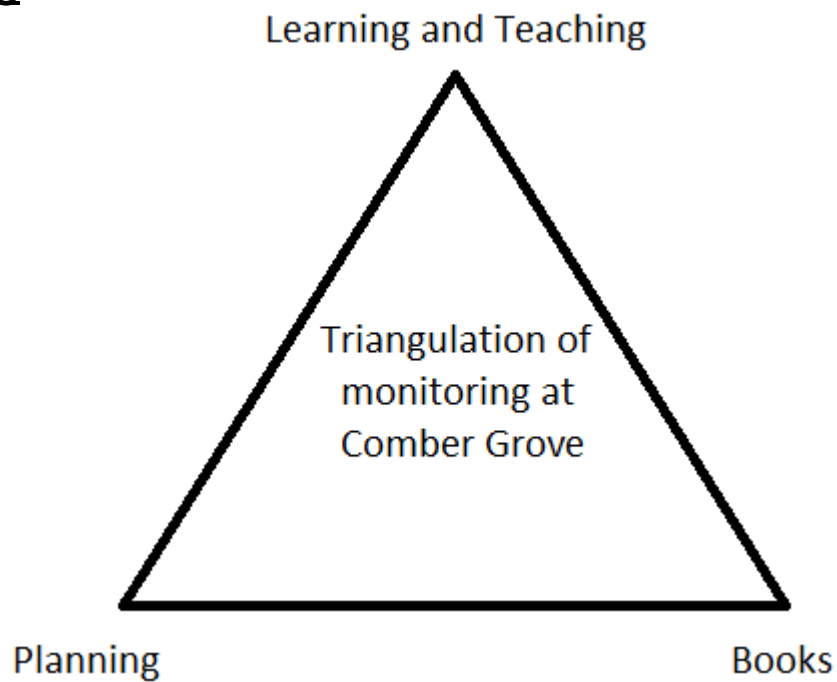
Self-Marking

We encourage teachers to facilitate children self-marking (where appropriate) as this allows the children to see their progress and how to improve.

All marking in book should be of the highest quality:

- Exceptional pre cursive/cursive handwriting
- Excellent standard of English

5. Monitoring



At Comber Grove we use a triangulation of:

- ✓ Learning and teaching observed in lesson visits
- ✓ Planning
- ✓ Work and progress in books

We do not grade individual lessons, rather assess the practice by looking at the three elements above.