

Our Approach to Teaching and Learning at Gresham Village School and Nursery

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High expectations

Children's books

We see the children's books as part of the learning journey that the children are taking through a subject and each unit of work. However, the books will show only part of the journey, alongside practical work, reading and whole group work, visits and visitors. It is through a combination of outcomes in books and elsewhere, discussion with pupils and teachers' planning and assessment, that the picture of learning can be formed. It is not necessary for teachers to record everything in the children's books.

Books need to:

- Be neat and tidy with all items of work to be mostly completed. Most writing needs to be on lined paper, drawings, diagrams and maps on squared or plain paper.
- Marked according to the policy below and any feedback followed up.
- Show clearly the sequence of learning for each unit of work through clear learning objectives or key questions.
- Any work stuck in books needs to be cut neatly and stuck in with edges within the page. Folders can be used in maths.

Teachers, particularly in EYFS and KS1, should be mindful of the time-effectiveness of time spent sticking work and photographs in children's books. Time might be better spent completing a 'floor book' for the unit that collects photographs and children's comments as a 'live' document.

Sharing high expectations

- Every class should publish a blog post at least once a week to celebrate an aspect of the curriculum and, whenever appropriate, good learning behaviour (aims and values).
- Celebrate learning outcomes at Parents' Assembly.
- Celebrate good learning behaviour through weekly Rainbow Awards. Nominate three to five children a week and ensure every child receives an award every half term.

Basic writing skills (non-negotiables)

For the majority of children, improving basic skills needs to be actioned whenever errors occur.

- The non-negotiables should be displayed clearly for the children and expectations made clear to the children.

- Giving children regular and meaningful time to proof read and correct at the end of lessons should reduce the number of ‘non-negotiable’ errors.
- Non-negotiable errors in writing need to be marked whenever they occur, whether during a writing lesson or a lesson in a different subject. There may be variations for specific pupils.

The table below can be shared with the children in whatever format you wish. It would be good for the children to see what comes next as well as the expectations for your class and what came before. Remember that this is the expectation whenever the children write, although it may be modified for some.

These are the non-negotiables that we pick up every time in the children’s writing.

Y6	Use commas correctly to demarcate clauses. Spell correctly most words from the Y5/6 word list.
Y5	Produce neat and consistent handwriting with most letters joined correctly. Use paragraphs. Use inverted commas for speech correctly. Use apostrophes for possession. Spell correctly most words from the Y3/4 word list.
Y4	Produce neat and consistent handwriting. Use question marks and exclamation marks correctly. Use commas in a list. Use apostrophes for contraction.
Y3	Form capital letters at the correct size in relation to lower case letters. Form all letters correctly. Use capital letters and full stops correctly. Use capital letters on proper nouns. Spell correctly most words from the year 2 word list.
Y2	Spell correctly the common exception words from the year 1 word list. Start writing in the correct place. Form most lower case letters correctly.
Y1	Sit at the desk in a position conducive to writing. Hold pencil with a suitable grip.

Engaging all pupils

It is important that every child, including SEND pupils, are able to engage with all elements of a lesson.

During the whole class teach, strategies such as ‘hands up’ often do the opposite, as this supports only the quickest children and discourages deeper thinking. Hands up often leaves out a significant majority of a class, because they cannot think quick enough or decide that others can do the thinking for them.

In independent work, children need to be taught to settle down to their work quickly, to work with a sense of purpose and to know how to respond when they get into difficulty. All too often, children can drift during this part of the lesson, resulting in under achievement.

We use these basic teaching strategies in order to create a learning environment in which all children can participate fully and achieve better outcomes:

1. Avoid unnecessary questioning as an instructional tool. All too often, teachers ask too many superficial questions, which result in a game to guess what is in the teacher's head. This results in a dilution of the teaching and a loss of pace to the lesson. Save your questions for the bigger questions, the questions that you want the children to really think about, rather than as a tool to extricate the knowledge that you are going to tell them anyway.
2. Insist that when you are talking, the children do not interrupt. A constant flurry of hands up or interruptions while you are speaking to the class, giving them important information or instructions, disrupts your thinking and the clarity of what you are saying to the rest of the class. Train the children to wait before asking questions- often you will answer their question anyway or the question becomes irrelevant. Allow for limited questions at the end. Say 'I'll take three questions or comments'.
3. Use these simple, staple strategies **instead of hands up**, when you have a question or you want the children to think:
 - **Turn to your partner (TTYP)**. This gives the children talking and thinking time and puts two brains together. Children get time to rehearse an answer to the whole class, giving them more confidence and a sense of purpose, as you could ask them at the end. Give a time limit, depending on the depth of the question, but always give 30 seconds so slower children can get started. When you come together either select randomly (lollypop sticks work well) or selectively, but not by hands up.
 - **Take 10 to think**. Always give at least ten seconds to think for every question, as this gives slower thinkers time to process the question before forming an answer. **Again avoid hands up**- if you are a slower thinker you will often give up as soon as the hands go up, because someone else has the answer and it isn't worth thinking any more.
4. In independent work, give the children a time frame and then give reminders. This will give the children a sense of pace and urgency. Also, make sure that you give a clear indication of what you expect in terms of output (this may be relative, so avoid publicly expecting less from specific children).
5. Teach the children what to do when they have finished. Always have an additional task for children. The first task might be about reviewing their work. Additional tasks should extend and deepen their learning. Children should never be sat doing nothing. If you find that lots of children complete their work during the time frame,

either you have given them too much time, not set enough work or they have only superficially completed the task and will need redirection.

6. Teach the children what to do when they do not understand. Often children will immediately put their hand up or come to the teacher without really trying to solve the problem themselves and this can be a matter of resilience or shallow thinking rather than not truly understanding. This is also a crucial point in terms of personal development and developing independent learning skills.

Teach them three steps before asking an adult:

- a) Reread the question
- b) Look for clues on your table or around the classroom
- c) Ask your partner

Clearly this strategy needs to be applied appropriate to age, but it is early on that children need to develop these skills and their own personal resilience. Many are used to just asking an adult and they will solve the problem, rather than try to solve the problem themselves first.

Implementing a Coherent Curriculum

Sequencing the learning

Every lesson needs either a learning objective or a key question to signpost the intended learning. This should always be shared with the children at the beginning of the lesson and reviewed at some point at or near the end of the lesson.

Learning Objectives (LOs) are used when the teacher is teaching either:

- a specific skill, concept or aspect of knowledge that is the main content of the lesson, such as in mathematics or the teaching of a grammar point or a specific drawing skill.
- or an overarching objective that may take several lessons and be focussed on a process such as an extended writing task, creating a piece of art or a design and technology outcome. In this case, the LO will be accompanied by clear success criteria and associated skills, concepts and knowledge.

Key Questions (KQs) are used primarily in science, history, geography and RE lessons to frame the learning of a lesson that engages the pupil in learning about not just the knowledge and concepts within a subject, but also the skills required of a subject specialist.

eg **When were the Stone, Bronze and Iron Ages and what did Britain look like at the time?**

- Place the Stone, Bronze and Iron Ages in Britain in terms of time and place, including the existence of the land bridge between East Anglia and northern Europe (Doggerland) during the early Stone Age.
- Distinguish clearly between the past, present and future.
- Develop an understanding of time and chronology through a period of time eg using simple timelines.
- Use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period, century.

The LOs and key questions come from the medium term plans that are constructed with the subject leader and in turn come from our programmes of study.

Planning expectations

Medium Term Planning and assessment

Medium term planning and assessment sheets are completed for:

- Writing
- Science
- History
- Geography
- RE
- Art and design
- Design and technology

The minimum requirement is to show the sequence of LOs and Key Questions for the unit.

End of unit assessments are for the following purposes:

- To inform the teacher of progress within a unit of learning and what the children's strengths and misconceptions are.
- To inform the teacher and subsequent teachers about what to teach next.
- To inform the SLT and subject leaders about standards in each subject and the impact of the school curriculum.

End of unit assessment expectations

Writing	Update children's assessment sheets using the colour code for the term. Complete at least termly. In Key Stage 2, complete an extended writing feedback and marking sheet for every unit completed.
Mathematics	End of unit WRM block assessments. Years 1 to 6, complete unit assessment sheet and give a copy to SLT. A copy can be found in staffonly/curriculum/mathematics

	Years 2- 6 complete a half termly maths assessment on the mental recall and written method consolidation topic for the half term.
Science and foundation subjects	Complete end of unit assessment sheets and give copy to SLT. For KS2 science, humanities, art and design and DT, these are on the reverse of the planning sheet. For KS1, the assessment sheets are on the reverse of the KS1 planning sheets.

Daily Planning and assessment

Writing, science, history, geography, RE, art and design, design and technology	Use school daily planning and assessment sheet.
Mathematics	Use school daily planning sheet for adaptations and assessment notes alongside WRM planning sheets.
Reading	Daily Read Write Inc. record sheet
Computing, French, PSHE, PE, handwriting	Work from commercial scheme plans. Annotate for adjustments and formative assessment notes.

Effective feedback and marking

This section has been updated with reference to 'Mark Less, Mark Better! A how-to guide to live marking' Southwark Teaching School Alliance and the Education Endowment Fund 'A Marked Improvement: A Review of the Evidence on Written Marking' 2016.

Principles

- **Meaningful:** Marking varies according to the age, ability and subject and according to the particular piece of work. Teachers need to adjust their approach as necessary and incorporate the outcomes into their subsequent planning and teaching. Marking and feedback is solely to enable pupils to understand their success and what to improve and to help teachers inform their future planning. Marking is not for a third-party audience.
- **Manageable:** The marking policy needs to be proportionate and consider the time-effectiveness of marking in relation to its impact and the workload of teachers.
- **Motivating:** Marking should help to motivate pupils to progress. This does not always mean writing in depth comments or being universally positive. Often, short, challenging comments or oral feedback are more effective.

Marking practice that does not have the desired impact on pupil outcomes is a pointless exercise. The evidence that a teacher has had an impact on pupil progress is from progress

in the children's books and in what they know, rather than through the teacher's marking in the books. It is the fact that in the children's books, where there are errors, these are not repeated errors over a period of time. This is the same for both Key Stages.

With the emphasis on marking and feedback being the dialogue between teacher and pupil and not for a third party, when books or feedback and marking are being monitored, it will be done through a combination of looking at progress in the books and the teacher's planning and assessment sheets, sometimes with a conversation with the child or teacher. In this way, the impact of the teacher on pupil progress can be monitored. Children's books and outcomes combined with the teacher's planning and assessment sheets are the teacher's evidence base for the impact of their assessment and feedback.

Marking and Feedback Procedures

Children use green pens, teachers use red pens, TAs use purple pens.

In both Key Stages, the teacher and TA will give as much 'live' feedback as possible in the moment directly to the child. This will happen either during the lesson or soon afterwards. Some of this feedback will be recorded in the child's book, often as a worked example or an improvement point.

Most feedback in EYFS and KS1 will be verbal and 'in the moment'. During KS1, particularly in Y2, teachers will begin to give limited written feedback, so that by year 3, teachers give a combination of 'in the moment' verbal and written feedback and remote written feedback after the lesson.

The teacher makes notes for the next lesson on the daily Planning and Assessment sheet and may set tasks/ guided work at the beginning of the next lesson to address misconceptions or deepen the learning. There is no requirement to put a mark in the child's book, although basic errors should be marked using the codes below. The planning and assessment sheet is a key part of the evidence base for the impact of the teacher on pupil progress.

Children must not queue at the teacher's desk, as this is time wasted. The teacher will move around the room, intervening as required during the lesson. Children should never sit waiting- there should always be an extension or additional challenge if a child has finished. Reading should never be used when children have finished, unless it relates to the lesson.

The beginnings of most lessons should be used as an opportunity for the teacher to feedback to the children about what went well in the previous lesson and aspects that need to improve. This might involve showing good examples to the class using a visualiser or taking a few minutes for children to respond to feedback or for the teacher to make a teaching point, either to the whole class, or a group.

In all years, teachers will 'mark' pupils' writing for basic errors using the 'non-negotiables' sheet as reference and the marking code below. This 'marking' will as often as possible be done with the child directly. Children are expected to correct their errors.

Children must respond to written feedback eg spellings, punctuation etc. A good time to do this is at the beginning of the following lesson.

When a teacher or TA models an example or supports a child with their learning, they will, as often as possible, do the modelling in the child's book using their red or purple pens. This shows the intervention that happens and adds to the learning journey.

During Year 2, children will begin to receive simple written feedback for extended writing tasks using the Marking checklist for extended writing below. In Key Stage 2, end of unit extended writing tasks will always be marked thoroughly and written feedback given using the Marking checklist for extended writing sheets.

Marking codes for basic errors

	Key Stage 1	Key Stage 2
Spelling	<p>Underline the incorrect spelling and put the correct spelling at the end of the piece of writing. Children write the correct spelling three times with their marking pen.</p> <p>Indicate up to three spellings primarily from the high frequency lists.</p>	<p>Write 'sp' in the margin on the line of the error. Children find the error and correct.</p> <p>This can be adapted for different learners.</p> <p>Indicate up to five spellings. Depending on the learner, focus firstly on the most common spellings as a priority.</p>
Punctuation	<p>Write 'p' in the margin. Circle the error or omission. Children correct in the text with their marking pen.</p> <p>Year 1- mark for missing capital letters, capital letters on proper nouns and full stops.</p> <p>Year 2- see Marking checklist for extended writing, below.</p>	<p>Write 'p' in the margin on the line of the error. Children find the error and correct with their marking pen.</p> <p>Use the Marking checklist for extended writing. Again, this can be adapted for different learners.</p>
Issue of coherence eg missing words, grammatical errors.	<p>Highlight in yellow the sentence, which lacks coherence. Children correct.</p> <p>Use the highlighter for missing words and finger spacing.</p>	<p>In Years 3 and 4, highlight for incorrect tense or pronoun and move on to repetition.</p> <p>In years 5 and 6, highlight for text cohesion.</p> <p>Highlight in yellow the sentence in which lacks coherence.</p> <p>Children correct. This may require redrafting the sentence at the end of the piece of work.</p>

Other codes:

I	Independent work. Used particularly for KS1 children and for children with SEND.
WS	Support given. Not necessary when the support is recorded in the child's book.
VF	Verbal feedback given. This can be used for individual feedback given or when given as part of a lesson starter.
CH	Shows that you have moved the child on with their learning. Use when giving a child a reasoning or problem-solving challenge in mathematics. In other subjects, this might be shown otherwise through writing a question that challenges the child to think more deeply about what they are learning.

Marking in mathematics

Children should as much as possible self-mark in mathematics. Teacher marking should, as much as possible, be live marking, where misconceptions are picked up and examples modelled in the child's book.

Correct answers are indicated with a tick and incorrect answers left blank. Where you would like to the child to make a correction, this is to be indicated with a **yellow highlighter**. Time needs to be made at the begins of lessons for children to do their corrections. Children without corrections need to be given consolidation and extension tasks.

Children's self-marking and evaluation

The children need opportunities built into every lesson to evaluate how successful they have been. This could be a whole class, paired or individual and may be oral or written. Increasingly as the children get older, they should be referring to the steps to success for the lesson.

Self-marking and evaluation are the best forms of feedback and marking because it comes from growing independence and is more likely to have a longer-term impact.

Children use their green pen for all self-marking and evaluation.

Peer and self-marking

Peer and self-marking should be an increasingly common feature as the children get older. It gives the children immediate feedback and enables them to correct or think about their performance in a lesson or part of a lesson.

Proof-reading and checking

Time needs to be made every time the children write for them to self-correct their writing using the green pen. By Key Stage 2, this should be a **regular feature of almost every** writing lesson and seen as an opportunity to find errors before the teacher marks their work. As a rule of thumb, children should write in bouts of 15 to 25 minutes, then be stopped to read back and proof read.

Self-evaluation and improvement

In year 1, the children need opportunities to make **oral and simple self-evaluative comments** and judgements. In year 2, the children may also start to make simple written evaluations and improvements to their work. By Key Stage 2, the children should be regularly making written and oral self-evaluative comments as part of the plenary of most lessons in all subjects.

A feature of longer written tasks in key stage 2 is the opportunity for children to **improve their writing**. This can be done directly with a green pen in line with the text or as part of a longer revision at the end of the writing or using an improvement flap, as demonstrated by Emma Adcock. Children can also be supported by **writing improvement pyramids**, which give the children prompts for conjunctions, sentence starters, ambitious vocabulary and punctuation.

Marking Checklists for extended writing

Guidance for teachers

Purpose

This feedback and marking sheet is to be used for extended writing at the end of a writing unit. It gives the child a check list to use when they are proofreading and checking their own work and the opportunity for the teacher to mark the child's work against our writing non-negotiables. Children can see where they have been successful and what they need to do next.

Implementation

1. Before writing, the pupil uses the previous writing sheet to remind themselves of what they need to be working on and their previous next steps.
2. When the pupil has completed their writing task, they use a new checklist to mark their own work, ticking each box that they think they have achieved and using the prompts to make changes and improvements. They stick their sheet in their book at the end of the piece of work neatly.
3. When doing their extended mark, the teacher uses the check boxes to indicate with a tick, if the child has achieved the criteria. If there is still work to do on a criteria, the teacher leaves the teacher check box blank.
4. The teacher then selects one criteria as a next step, if necessary, and highlights it.

5. Then the teacher writes a comment in the comments box. The comment will usually be positive and highlight the successes of the piece and may relate to the previous highlighted next step.
6. When the writing is returned, the child works on the highlighted next step.
7. You can personalise these sheets for SEND children or children who have a specific weakness.

Key Stage 2 marking checklist for extended writing- years 5 and 6

		My check	Teacher
Y5	Spell correctly most words from the Y5/6 spelling list.		
	Use commas correctly to demarcate clauses.		
Year 4	Produce neat and consistent handwriting with most letters joined correctly.		
	Use paragraphs correctly to separate scenes, ideas or points.		
	Use inverted commas for speech correctly.		
	Use apostrophes for possession.		
	Spell correctly most words from the Y3/4 word list.		
Year 3	Produce neat and consistent handwriting.		
	Use question marks and exclamation marks correctly.		
	Use commas in a list.		
	Use apostrophes for contraction.		
Year 2	Form capital letters at the correct size in relation to lower case letters.		
	Form all letters correctly.		
	Use capital letters and full stops correctly.		
	Use capital letters on proper nouns.		

Teacher's comments:

Next time, I would like to see...

Key Stage 2 marking checklist for extended writing- year 4

		My check	Teacher
Year 4	Produce neat and consistent handwriting with most letters joined correctly.		
	Use paragraphs correctly to separate scenes, ideas or points.		
	Use inverted commas for speech correctly.		
	Use apostrophes for possession.		
	Spell correctly most words from the Y3/4 word list.		
Year 3	Produce neat and consistent handwriting.		
	Use question marks and exclamation marks correctly.		
	Use commas in a list.		
	Use apostrophes for contraction.		
Year 2	Form capital letters at the correct size in relation to lower case letters.		
	Form all letters correctly.		
	Use capital letters and full stops correctly.		
	Use capital letters on proper nouns.		
	Spell correctly most words from the year 2 word list.		

Teacher's comments:

Next time, I would like to see...

Key Stage 2 marking checklist for extended writing- year 3

		My check	Teacher
Year 3	Produce neat and consistent handwriting.		
	Use question marks and exclamation marks correctly.		
	Use commas in a list.		
	Use apostrophes for contraction.		
Year 2	Form capital letters at the correct size in relation to lower case letters.		
	Form all letters correctly.		
	Use capital letters and full stops correctly.		
	Use capital letters on proper nouns.		
	Spell correctly most words from the year 2 word list.		
Year 1	Spell correctly the common exception words from the year 1 word list.		
	Start writing in the correct place.		
	Form most lower case letters correctly.		

Teacher's comments:

Next time, I would like to see...

Key Stage 1 marking checklist for extended writing- year 2

		My check	Teacher
Year 2	Form capital letters at the correct size in relation to lower case letters.		
	Form all letters correctly.		
	Use capital letters and full stops correctly.		
	Use capital letters on proper nouns.		
	Spell correctly most words from the year 2 word list.		
Year 1	Spell correctly the common exception words from the year 1 word list.		
	Start writing in the correct place.		
	Form most lower case letters correctly.		

Teacher's comments:

Next time, I would like to see...