



Teaching and Learning Policy

Plan Administration

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Aims of the policy is to:

- guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- promote consistency in the quality of teaching
- ensure that all pupils have access to the same high quality of teaching and learning
- ensure that all pupils make good or better progress.

Across the Crucible Federation we help all of our children to:

- achieve their full potential
- achieve high standards in all areas of the curriculum
- develop as confident, self-motivated, independent and collaborative learners
- be able to rise to challenges and grasp new opportunities
- respect themselves and others
- be active contributors to the school and the wider community
- value and care for others in the local community and the wider world
- feel a sense of pride and belonging toward the school and community
- respect, value and care for the natural environment
- understand and accept the rights and responsibilities of being citizens of the future
- learn about, value and enjoy our diverse society.

To achieve this we will provide:

- a happy, healthy, safe and secure environment
- high quality teaching across the whole curriculum
- a rich, challenging, relevant and engaging curriculum
- a wide range of extra-curricular opportunities
- opportunities for pupils to play a part in developing their school and community
- a professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- opportunities for parents and carers to be an active partner in the education of their children and the life of the school
- school leadership focused on continuous improvement
- effective management systems which support the drive to raise standards.

Good Quality Teaching and Learning

Good quality teaching and learning across the federation is characterised by:

- high aspirations for all children so that their achievement and enjoyment is maximized
- high staff morale, motivation and teamwork where staff supports each other in striving for the best
- sound teacher subject knowledge
- effective planning matched to children's needs and interests, which promotes the development of core skills (Literacy, Communication, Numeracy, Computing) in all subjects
- a range of teaching strategies and resources that interest, encourage, engage and challenge pupils
- children's involvement in their learning, including the use of effective feedback and marking
- the provision of learning experiences outside the classroom
- strategies that promote high standards of behaviour and engagement
- the effective use of the significant contribution of learning support assistants
- engagement with parents including the provision of homework.

Good quality learning is characterised by:

- observable pupil progress in lessons and over time
- pupil engagement and motivation and their ability to focus and persevere with challenging tasks
- pupils' ability to work collaboratively and independently
- the development of building learning power skills (resourcefulness, reciprocity, resilience and reflectiveness).

A good lesson across the federation has the following features

- ✓ The teacher is enthusiastic and makes the learning purposeful and exciting.
- ✓ The teacher strives for maximum pupil interest, involvement and enjoyment.
- ✓ Children are given clear guidance and support about what is expected of them.
- ✓ The lesson is well planned so children are working at the appropriate level of challenge.
- ✓ The teacher is well prepared with the appropriate resources including visual support where appropriate.
- ✓ The big picture i.e. the "what and how" of the lesson is explained.
- ✓ Connections with previous learning are made by the teacher and pupils.
- ✓ The skill is communicated clearly at the start of the lesson and displayed throughout.
- ✓ The steps to success are differentiated to the need of the children and are made clear.
- ✓ The teacher has high expectations and fosters an ethos of self-belief.
- ✓ Skilled questioning promotes thinking and is adapted during lessons to suit the needs of all children.
- ✓ Children are given a range of opportunities for demonstrating knowledge, skills and understanding throughout the lesson and in the plenary.
- ✓ When answering questions or solving problems, time is given for rehearsal and reflection and "talk partners" are used where appropriate.

- ✓ Children make good or better progress within the lesson and over time.
- ✓ Positive reinforcement and praise is a feature of the learning experience.
- ✓ The lesson is well paced.
- ✓ Mini-plenaries consolidate learning, address misconceptions and move learning on where appropriate.
- ✓ Appropriate forms of assessment are an integral part of the learning process.
- ✓ Learning walls are regularly referred to by teachers and pupils to guide and support learning.
- ✓ The teacher ensures that the learning environment is ready for the next lesson and that transitions between lessons are smooth.
- ✓ The classroom is tidy and well organised.
- ✓ Children's previous work is marked.

The Curriculum

In the Crucible Federation we are passionate about our school curriculum. Whilst we commit to deliver all aspects of the National Curriculum 2014, we strive to make the curriculum we deliver as exciting and as relevant to our children as we possibly can. We understand that children learn best when they have ownership of their learning but most importantly when they can see why the learning is relevant to them.

Our skills based curriculum states clearly what should be taught at each stage. It is developmental; building on children's prior learning but it is not restricting and it does not put individual subjects into small pockets of learning. We believe strongly that learning should be seamless and that subjects should flow naturally into each other under the umbrella of a theme. This cross curricular approach must prioritise Literacy, Maths, Science and Computing but the skills learnt can be applied extensively across the whole curriculum.

We have developed a curriculum skills document for foundation subjects, which gives coverage of the National Curriculum for each year group. This document also includes a skills progression and assessment document which provides an overview of key skills in all subjects and demonstrates how these skills are built on each year as children move through school. It is also used as an assessment document to assess children's attainment in foundation subjects.

From Nursery, we use Letters and Sounds to teach phonics followed by the No Nonsense Spelling Programme and / or the Purple Mash spelling scheme, which is used once children have completed the phonics phases. Spelling and phonics are taught on a daily basis.

Pupil's social, emotional and health development is central to our provision of teaching and learning. This is delivered both through PSHE and across all subjects. We also use Philosophy for Children sessions to develop children's thinking and questioning skills.

The curriculum is enriched by the use of immediate experiences for children including visits, visitors to school and a programme of extra-curricular activities which include residential visits for Key Stage 2 children. As well as making the most of our local environment, each year group plans a visit/enrichment activity each half term linked to their theme (with a maximum total annual voluntary contribution asked of parents being £35 a year).

New Arrival Groups

- Within the Crucible Federation we have high levels of mobility, with this comes the challenge of educating children who are either completely or relatively new to English.
- We aim to provide these children with 'Blue Group' provision for daily Maths and Literacy teaching.
- We feel that it is vital to teach these children vocabulary and language structures which will enable them to access everyday life in English and eventually the breadth of the national curriculum.
- Blue groups are fluid and children can move from a blue group into the main classroom setting when they are ready. In this event, there should be careful transition and conversation between the blue group teacher and class teacher.
- Some children will access blue group provision spanning their academic year groups. For this reason, the Crucible Federation believes that it is important to provide a consistency across blue groups.
- Whilst children will be assessed against Sheffield STAT (School Tracking and Assessment Tool) and progress measured against those steps, we feel that Literacy sessions in blue groups should contain the following elements: Holistic Reading, Phonics, opportunities to build vocabulary, social snack time, immersive learning experiences and reading and writing opportunities.
- Planning sheets accompany each Oxford Reading Tree book providing progressive nouns, verbs, concepts (model taken from Stories for Talking Programme, *Rebecca Bergmann*) and language structures (taken from the Tower Hamlets Progression in Language document) to be taught and embedded. Planning sheets are to be shared with class teachers to encourage shared expectations when blue group children are back in class.
- Opportunities should also be provided, where it is felt to be appropriate, for blue group practitioners to provide some pre-teaching of academic / curriculum specific vocabulary.
- Exercise books for children in blue group will be filled with a variety of evidence of their learning including photographs, drawings, mark-making / writing and teacher annotations.

Building Learning Power

The Crucible Federation is committed to Building the Learning Power of our learning community. We encourage our children to develop the following skills (based on the research of Guy Claxton) in all areas of school:

RESILIENCE - sticking at tasks even when they become difficult.

RESOURCEFULNESS - knowing what will help you to achieve an outcome.

REFLECTIVENESS- being able to think and talk about what you have learnt and how you have learnt something.

RECIPROCITY - working with and supporting others in their learning.

(Posters and information are available on server/staffshare/BLP)

Planning

At the Crucible Federation, we strive for outstanding planning, that is well pitched, accurately differentiated and engaging for all pupils. Yearly coverage shows balance and progression. All planning formats can be found in the planning folder on the server.

Year groups plan together every week to ensure consistency and sharing of good practice. As part of our approach to continuous professional development our Deputy Headteachers support the planning process with each year group, as appropriate, to offer support and expertise. Senior leaders take a supportive role in helping teachers develop their planning skills and then have a personalised professional development program for each teacher.

All planning is put onto staff share on Monday morning before the lessons. This can then be looked at by Year Leaders and members of SLT.

Differentiated Groups

Throughout the federation differentiated groups are organised into colours, which provides consistency for children and staff and supports both monitoring and planning. The colour groups must be identified in planning. These colour groups are flexible and each child is assigned a group based on their level of attainment and need. They move between the groups as appropriate.

Highest Attaining Pupils	Red
High Attaining Pupils	Orange
Middle Attaining Pupils	Yellow
Lower Attaining Pupils	Green
New Arrival/SEN	Blue

Intervention

Support from intervention feeds back into the class and from the class back to intervention so that it is a two way process between the teacher and teaching assistant, with the pupil at the heart of the support.

The following interventions take place across the federation:

- VIP (Vocabulary Improvement Programme) develops vocabulary and language through games and turn taking activities. Children work in small groups of 2/3 children and entry and exit assessments show progress.
- LEAP (Language Enrichment Activity Programme) develops language and speaking and listening skills for children in Foundation Stage and KS1 children. Focuses on developing early language skills.
- NIP (Narrative Improvement Programme) focuses on developing oral narrative and sentence structure.
- FFT (Fischer Family Trust) is a one to one daily programme which focuses on early reading and writing development.

- Say and Play- a pre LEAP language programme developing early language through rhymes and songs.
- Talk for Writing Pirate Writing Crew- focuses on developing reading and writing in small groups of four children.
- Write Dance- for children in FS1 and FS2. This programme develops fine and gross motor control through movement, music and creative activities.
- Holistic Reading – develops reading, writing, spelling and oral narrative.
- Attention Autism (Bucket Time) develops joint attention, focus, concentration, language and interaction.
- Theraplay- develops turn taking, interaction, social skills, nurture and well-being.
- Positive Play- one to one nurture provision. Develops emotional Literacy, concentration, empathy, negotiation and reflection skills.
- Anger Gremlin- develops strategies for managing anger and controlling emotions.
- Choose to Cope- develops emotional Literacy, coping with anxiety and worry, interaction and social skills.
- Success at Arithmetic- develops Maths and problem solving skills.
- Comprehension Monitoring- develops auditory processing monitoring and memory, self-reflection, processing and receptive language skills.
- Shape Coding- supports sentence structure in writing and SPaG skills.
- Teacher of the Deaf and TA support for hearing impaired children.

These interventions are carefully monitored by the inclusion team and the progress the children are making is discussed in pupil progress meetings and inclusion meetings.

Steps to Success



Differentiated success criteria are planned for in every Literacy and Numeracy lesson. The “steps to success” are stuck into children’s books and follow the format below (on the server). They are numbered for easy reference, have space on either side for teacher and self or peer assessment and have a next steps box for marking. The steps must be written as ‘Can I?’ statements.

If the learning for the lesson is practical or has not been recorded in books, photographic evidence with annotations or teacher comments must be included to demonstrate what the children have learnt that day.

Steps to Success Key Stage 1

Date:	Skill:		Colour Group
Pupil	Steps to Success		Teacher
		Can I.....?	
		Can I.....?	
		Can I.....?	
My next steps:			

Steps to Success Key Stage 2

Date:	Skill:		Colour Group
Pupil	Steps to Success		Teacher
	1	Can I.....?	
	2	Can I.....?	
	3	Can I.....?	
My next steps:			

Marking and Feedback



Quality marking of childrens' work across the Crucible Federation is characterised by:

- Marked on the day of teaching or at the latest before the child next sees the book. Children feel their work is valued and misconceptions can be addressed straight away.
- Class teacher only marking, unless the lesson has been taught by an HLTA. HLTAs covering should mark books for lessons they have taught following the marking policy.
- Neat legible handwriting in BLUE handwriting pen following the handwriting policy.
- At times, include a positive/developmental comment underneath the child's learning and use of the reward stamps where appropriate.
- Specific praise e.g. I love your choice of alliterative adjectives to describe the queen. You used a short sentence to really well to make me want to read on.
- Children are involved in their learning and next steps, through self-assessment; the use of traffic lights in the assessment box where appropriate.
- Teachers / Teaching Assistants traffic lighting children's steps to success using traffic light stamps.
- Marking against the "steps to success" and skill.
- A letter 'V' should be used if verbal feedback has been given as a next step during the lesson.
- Specific next steps, sometimes with examples. The next steps should give the children a question to answer, a short task to complete or should involve specific instructions to edit their work e.g. can you include an adjective to improve your opening?
- Some task based next steps either to address misunderstandings or move
 - the learning on.
- The next steps should be answered underneath the steps to success in books. If completed verbally or elsewhere, the child could write their name to show that they have completed their next steps.
- Time during the day for children to respond to comments and reflect e.g. use of morning starter or the start of the next lesson.
- A balance of positive and developmental comments.
- It is noted when a child has received support from a Teaching Assistant (TA) or worked in a group with a teacher (T).
- Spelling errors can be highlighted / corrected. The child can then correct the word and practice writing it if necessary. Not all words which are spelt incorrectly will be underlined. Teachers will use their judgement on which words are appropriate to be corrected.
- These could be key words or theme related words which the child needs to address.
- NB. Independent pieces of writing are not always marked in as much detail to encourage children to check and edit their own learning. This is in line with the assessment frameworks for the end of KS1 and KS2.
- In Maths, a tick indicates a correct answer and a dot indicates an answer which is incorrect. The misconception can be then be addressed through the next step. Each calculation must be marked.



Presentation of Learning

Across the federation we aim for the highest quality presentation in everything we do. We foster a sense of pride in our environment and work.

- At the start of the year teachers explain the expectation of presentation to children.
- Teachers model high standards of presentation in marking and in displays and learning environment.
- Learning is completed in Literacy and Maths books. Children also have a Handwriting book, Guided Reading book, Science book and Learning Log for homework.
- Curriculum/thematic learning is shown in Proud Folders.
- Children's books are labelled electronically with the subjects and their name. Children should not write on the cover of their books.
- Assessment sheets are stuck into the front of books to be used as an assessment tool by the teacher at data entry points.
- Steps to Success are stuck onto the left hand page, children write on the right.
- Pieces of paper stuck into books are stuck in straight with glue and do not stick out from the side of the book.
- Children write with a pencil or black handwriting pen if their handwriting has reached a good standard following the Handwriting policy (pen license).
- All work done in Maths books is done in pencil and mistakes are crossed out with a neat ruler drawn line.
- Children may use rubbers to erase individual words or mistakes but not whole sections of work.
- Children may also use a single ruled line to cross out work.
- Rulers are used to underline and draw straight lines, including number lines.
- In Maths in KS2, children are to use one square for one digit which is modelled by the teacher. The larger squares in KS1 Maths books can be used to write full numbers (e.g. a two digit number in one square).
- Children may need a practice area for a spelling, sentence or working out. This can be done on the bottom of the left hand page.
- The amount of learning completed in each session must be monitored closely to ensure that the children are producing work of the standard they are working at.

Assessment

Assessment for Learning

A range of strategies must be used to ensure effective AfL opportunities are included in lessons, such as: talk partners, use of mini-whiteboards, differentiated questioning, planned AfL tasks, guided group work, time for reflection and review, self and peer assessment and marking. If, by the end of the lesson, it is clear the child has not met the learning intention then additional teaching / intervention to address misconception can be carried out or planning can be adapted for the next day.

Making Assessment Judgements for Termly Data Entry Points

A range of on-going formative assessments can be used to assess children's levels for termly data collection and pupil progress meetings.

Moderation

Cross phase moderation activities are planned into the annual staff meeting timetable. This is done across the federation. Moderation can also take place in weekly PPA or year group meetings. Year 2, 6 and Foundation Stage take part in moderation with other local schools and may be selected to be externally moderated at the end of the year.

Pupil Progress Meetings

PPMs are integral to assessing and monitoring learning and progress in school. They are a professional dialogue between SLT and teachers about the progress, needs and provision of individual pupils and groups. Year group Leaders also check and monitor pupil progress data for their year groups.

Learning Environments

High standards and consistency are important to the organisation of the learning environments across the federation. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range.

This information gives clear expectations for the organisation of our learning environments within our schools. Consistency in the principles of the learning environment we provide is essential for ensuring our pupils both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in our federation.

Each classroom should have a:

Literacy Learning Wall

- There will be a Literacy learning wall displayed in each classroom. This will reflect, and support learning in the context of the current unit of study, modelling success criteria for pupils. The learning wall will follow the federation's writing sequence.
- WAGOLLS (what a good one looks like) are used to ensure that pupils have a visual working resource to support and extend learning. In line with Literacy books, the Literacy learning wall should have a red border or background.
- The Literacy display should show some examples of children's learning where appropriate.
- Spelling resources and examples of vocabulary.
- Spelling, punctuation and grammar (SPaG) features that are being taught within the year group.



Reading Area

- A selection of books that are stored neatly and are accessible to the children.
- Books relating to the theme to be used for research.
- A reading-related display. For example posters, author / illustrator focus, book reviews, advice on choosing books and/or books on a theme or subject.
- The reading corner/area should be comfortable and inspiring, preferably carpeted and with cushions for younger children.

Mathematics Display

- In each classroom a Maths area has resources to support learning.
- Learning wall in every classroom should be in line with the current Maths learning and show examples of learning.
- Key facts, procedures and resources, such as number lines, should be used where appropriate to support children's learning.
- The Maths learning wall should have a blue border or background.

Corridor displays

- We celebrate the children's learning and the work they have produced. Displays should showcase the theme that has just been taught.
- All work should be double mounted.
- We do not mark the child's finished piece of work.
- We use labels, questions, photos, art work, 3D work where possible.
- All cloakrooms to be kept tidy and well organised.

Classroom Rules / Golden Rules

- The Golden Rules and a Good to be Green behaviour chart should be displayed in every classroom.

- A class charter display should be created by the children and teacher at the start of the year and used for reference throughout the year. These should be worded positively, and where possible linked to positive learning behaviour.

Information in Classrooms

- Information about timetables, routines etc should be displayed in place that is accessible to children and other members of staff.
- Visual timetables are used and displayed in classrooms where appropriate.
- Clearly written fire procedures should be displayed in every room.

Displays in each classroom should:

- Reflect the theme or learning journey.
- Have a clear title, should be contributed to by the children, and be changed frequently.
- Reflect independent work in each classroom.
- Always be accompanied by labels, which ask questions, reinforce learning or explain a process.
- Help to create a 'language-rich environment'.
- Include completed work that is of the best standard that an individual can achieve.
- Show examples of work from each member of the class during the year.
- Reflect the diversity of our school community as well as the wider world.

Classroom Organisation

- Books and resources should be well organised, clearly labelled and accessible to children.
- Pupils should be able to access resources independently from labelled and accessible central classroom storage or from the centre of their table.
- All classroom areas should be kept tidy and free from rubbish.
- Classroom furniture used should fit the purpose.

Foundation Stage

Some of the core principles in this information should be found in all Foundation Stage learning environments. There will however, be some adaptations that will be supported with reference to the Early Years Foundation Stage policy. Emergent writing and work in progress are valuable for display and need to be labelled as such so the context is understood.

Resources

A variety of resources are available throughout school and should promote independent learning and be in good condition. Centrally held learning resources are located in the Central Resources storage cupboards. Subject specific resources are organised into clearly labelled boxes in the PPA, staff room and resources cupboards. Class teachers are responsible for classroom resources and subject co-ordinators are responsible for subject specific resources.

Parental Involvement and Home Learning

Parental involvement is an important priority for us in accelerating the progress of pupils and creating a happy environment where children want to come to school and learn to the best of their ability.

For the classroom teacher, this means:

- Keeping parents informed of their child's learning and progress. This will include termly parent consultations and the end of year report.
- Communicating positive messages with parents.
- Involving and guiding parents in supporting their child's learning.
- Inviting parents and families to accompany their children into the classroom at the start of every day to join in and support their child with their morning activities.
- Sending the Learning Log home weekly.
- Sending an informative newsletter home each half term by the end of the first week which provides an overview of the learning for the half term.
- Inviting parents to join the weekly celebration assemblies and workshops held by year group leaders each term.
- Encouraging parents to join weekly reading mornings held in the hall with their children.

As a federation, we communicate with parents and encourage parents into school by:

- Learning mentors and SLT being available at the start and end of every day to greet parents and children. A member of SLT will always be available to discuss any worries or concerns.
- Parent workshops run by year group leaders throughout the year to provide year group specific information.
- Holding termly progress reviews for parents to attend.
- Performances and community events, such as family picnics and winter fayres.
- Parents invited to weekly celebration assemblies.
- Learning Mentors to support children and their families.

Home Learning

- Every child must have a book bag to take home their reading books.
- Home reading books are organised into book bands that are readily available for children to change their books regularly.
- Parents are encouraged into the classrooms in the morning to help children to change books and participate in morning work with their child.
- Children have a home reading record for parents to fill in when they have read at home.
- Weekly spellings are sent home for children to practice, alongside a short Maths, Literacy or topic based task that consolidates learning from the week.
- Teachers may wish to send projects or challenges home that will encourage parents to participate in their children's learning. Y1-Y6 use Learning Logs to set weekly challenges for homework.