

LEECHPOOL TEACHING AND LEARNING POLICY					
Area	Whole School	FS	KS1	Lower KS2	Upper KS2
Ethos and Values	<p>A school where we breathe life into learning, to be the best we can be. A school where children feel safe, a sense of belonging and that they can achieve. High expectations of behaviour and learning at all times. Promote the 6Rs. (Introduce in FS) One overriding school rule – Respect. Developing independence and encouraging children to have a go. Collaboration with all stakeholders.</p>				
Learning Environment	<ul style="list-style-type: none"> Golden rules and class rules on display Visual timetable – same format across school Traffic lights in use with name magnets in every class Class golden time chart on display Interactive displays Clearly labelled resources Appropriate vocabulary displayed Displayed work to follow display policy Displays to reflect learning across all curriculum subjects Clutter free Pictures or names of Talk Partners on display 6R’s on display in all classes Computing Safety rules on display in all classes Flexible groupings in all subjects No nonsense grammar poster to be on display in all classes Humanities timelines on display in every class Planning folders in wall mounts Current Learning Journey on display Key questions on display 	<ul style="list-style-type: none"> Clearly defined areas of learning (inside and outside) with clearly defined areas of learning including challenges areas and key questions Key questions also in planning Phonics on display Maths working wall Literacy working wall Recommended Reads on display Ipads available for children to record own learning 	<ul style="list-style-type: none"> Maths working wall Reading/book area with recommended reads Phonics area to include weekly spellings and book of dragon and rainbow spellings Literacy working wall Common exception words displayed Presentation King and Queen in year 1, Wall of Fame in year 2. 	<ul style="list-style-type: none"> Maths working wall Reading/book area with recommended reads Literacy working wall Spellings on display Year 3 Phase 3 phonic sounds to be displayed 	<ul style="list-style-type: none"> Maths working wall Reading/book area with recommended reads Literacy working wall Spellings on display

Behaviour Management	<ul style="list-style-type: none"> Identified pupils should be positioned away from disruptive influences and close to adults on carpet, in assemblies and when walking round school. All staff to ensure all aspects of the T and L policy are being implemented. Ensure the environment and resources are set up to give the child the best chance of working effectively in the classroom. Encourage and identify positive behaviour to reward. Pre-empt possible problems by using a flexible approach to the tasks you give them. Do not set children up to fail. Concentrate on the best possible outcome for the child and the rest of the class even if this means the child sits in the reading bay or at the computer, or other activities that will have a calming effect. Staff should be open with the whole class about the strategies they use for certain children and this should be done with appropriate discretion. 	<p>All classes to ensure that all pupils have a named magnet on the traffic lights in class. Every child starts the beginning of every day on green.</p> <p>All classes to follow the following stages:</p> <ul style="list-style-type: none"> - Informal verbal warning - Orange traffic light official warning - Red 1 lose golden time 2 lose break 3 sent to Phase Leader (other phase leader if from a Phase Leaders class) 4 sent to Assistant Headteacher <p>(points 1 and 2 can be swapped around if agreed within the phase)</p> <p>The above is only circumvented when there is serious disruption/violence and a senior leadership needs to be alerted.</p> <p>The traffic light system is designed to work up as well as down and staff should emphasise this to the children.</p> <p>N.B. For certain children there may be alternative arrangements that will be agreed with senior leadership before implementation.</p>			
Resources	<ul style="list-style-type: none"> Accessible and respected by all. Clearly labelled drawers with picture clues, maths labels are the same throughout each Key Stage High quality. Cleaned and maintained / replaced where necessary. Children taking increased responsibility for using resources. Resources in group rooms to be left there for all groups to access. Group rooms/shared areas to be left ready for next user. Recommended reads in basket in the book area in every class. 	<ul style="list-style-type: none"> Organised into areas of learning. Children taught how to respect resources and how to tidy. 	<ul style="list-style-type: none"> Central storage place for resources such as maths and literacy games that have been made. Sharing between classes/year groups. Uniform drawer labels across the Phase. Resources organised in appropriate places. 	<ul style="list-style-type: none"> Writing equipment provided by the school Glue sticks, sharpeners and rubbers provided by the school 	<ul style="list-style-type: none"> Pupils to bring in own pencil cases with only the items specified in the letter sent out in July Reminder letter to restock pencil cases Resource boxes on tables to have 30cm rulers, coloured pencils, glue sticks and pencils for use when needed. Baskets for reading books and diaries on tables.

N.B. All year groups to implement items in the Whole School Box and their relevant Phase to ensure consistency across the school. Please read this document in conjunction with the Behaviour policy, Marking policy and Homework grid. All aspects of this policy are non-negotiable. **July 19**

Assessment	<ul style="list-style-type: none"> Follow marking policy. Marking policy on display – to be shared with children. HLTA/PPA/supply/TA to follow marking policy. RAP time (blue pen) to be evident in planning and in books at least 1x week in maths and literacy. Pupils to edit work with purple polishing pens. Pupils to self-assess at the end of a piece of work with coloured dot/circles. Assessment fortnights every half term. Target tracker updated half termly. Pupil Progress meetings termly with Leadership Group. Performance Management and observations carried out with feedback. 	<ul style="list-style-type: none"> Follow FS marking policy Use of SeeSaw observations and next steps LO slips to be introduced in the Spring term for those ready and to be shared with all children in Summer Term 	<ul style="list-style-type: none"> Follow KS1 marking policy. EMA to start in Year 1 Autumn 2 – to cover a wide range of activities. 	<ul style="list-style-type: none"> Follow KS2 marking policy EMA time may be used to read and action feedback in books, RAP, handwriting, maths spellings tasks 	<ul style="list-style-type: none"> Follow KS2 marking policy EMA time may be used to read and action feedback in books, RAP, maths tasks, spellings, handwriting
	<ul style="list-style-type: none"> All reading, writing and maths books to have in place new I can statement leaflets, at the appropriate band level for each child. I can statements to be listed a,b,c for literacy with grammar pictures in KS1, and 1,2,3 for maths. KS2 books and KS1 books to have plastic wallets for I can statements, Maths books to have number I cans at the front, and all other I cans at the back. Targets for individual pupils/groups of pupil to be written in boxes of the I can leaflets in the books at the beginning of each half term. (Targets to be written in the front I can statement leaflet in maths) Writing I cans to be in the front with boxes to date and evidence the statements, and reading in the front of Guided Reading books – targets in both Reading and Writing each half term. Yr 1, 3, 4 and 5 I can statements - the top blank box to be coloured orange and dated (month/year), when they start to work on an area. Bottom blank box to be coloured green and dated (month/year) when pupils show they are secure. Y2 and Y6 use customised statements for reading, writing and maths. Writing statements to be ticked and dated when evidence shown. Year 5/6 spellings highlighted in green when evidenced in writing. 				

<p>Presentation of Work</p>	<ul style="list-style-type: none"> All pupil books to have a sticky name label on the front - all labels will be printed/typed (Office to provide) New page for each learning slip. No pupils to deface books at home or school – sent to Phase Leader in first instance When a pupil completes an exercise book – they need to be sent to the Head When pupils start their 2nd book, it must be labelled no2, etc. Teachers writing to be legible and a model example in pupil books When pupils make mistakes, to be taught to cross out with one line Any paper to be stuck in books to be trimmed before being given to the children and stuck in straight by children flat, not folded Star spells to be stuck in on last page of Literacy book, not back cover KS1 Rainbow/Dragon spellings to be displayed in classroom Yr 3 and 4 to continue Dragon and Rainbow spellings as needed Cold tasks to be on blue paper and hot tasks to be on pink paper and to be stuck in Literacy books Pupils to put dots under a word if they think they have spelt it incorrectly. Timeline to be stuck in the back of all topic books in current books 	<p>Pupils to write their name on all work.</p> <p>Reading Diary (dog) Learning Journal book (yellow A4+).</p> <p>Writing and handwriting – lined and plain (yellow landscape A4) Free writing books – A4 chdn decorate own cover Key word folder</p> <p>Begin to teach joined writing.</p> <p>LO slips to be introduced in the Spring term for those ready and to be shared with all children in Summer Term and children encouraged to write the short date.</p> <p>Presentation King and queen to be started in the Summer Term.</p>	<p>Each new piece of writing in Literacy and Maths to have agreed LO slip with date. LO slips for Guided Reading and topic used when appropriate.</p> <p>In September, pupils to put expectations in front of books and in each new book for Maths, Literacy, Guided Reading and Topic.</p> <p>Maths books – (blue oversize squared book) short date. Follow maths presentation sheet when ready to start writing in maths books. Yr2 – 1st maths lesson – presentation expectations. Literacy books (yellow oversize lined book)– short date. Summer term to start writing the long date in literacy. Reading Diary (dog) Topic book (oversize red) Spelling – yellow small. Homework – large purple book Guided reading books (yellow) Free write books (yellow) EMA books – (pink A4)</p> <p>MFL work to be done in topic books.</p> <p>Continue to teach joined writing.</p> <p>Year 1 – Presentation King and Queen daily</p>	<p>Each new piece of writing in Literacy and Maths to have agreed LO slip with date. LO slips for Guided Reading and topic used when appropriate.</p> <p>In September, pupils to put expectations in front of books and in each new book for Maths, Literacy, Guided Reading and Topic. Maths books (blue A4 book 1cm squares)- 2 square margin on left. Short date. Literacy (yellow A4 lined) Legible (and joined) handwriting. Long date. With extended pieces of writing, pupils to write on every other line. Guided reading books (yellow A4) Free write books (yellow) Topic book (orange A4 lined) EMA books (pink A5) Reading diary Homework book (purple A4) Spelling book (yellow) MFL book – (green books) start in yr 3 and follow up through school Spanish book –start in yr 4 and follow up through school</p> <p>Art sketch book (A4 black shiny) – start in year 3 and follow up through school</p>	<p>Each new piece of writing in Literacy and work in Maths to have agreed LO slip with date. LO slips for Guided Reading and topic used when appropriate.</p> <p>In September, pupils to put expectations in front of books and in each new book for Maths, Literacy, Guided Reading and Topic. Maths books (blue A4 book 7mm squares)- 2 square margin on left. Short date. Literacy (yellow A4 lined) Legible (and joined) handwriting. Long date. New line to start a new paragraph. With extended pieces of writing, pupils to write on every other line. Guided reading books (yellow A4) Presentation books – oversized for publishing Free write books (yellow) Topic book (orange A4 lined) EMA books (pink A5) Spelling test books – small yellow Homework Diary – new one each year. Spellings are written in each week, and used as a reading record. To be signed by teacher and parent weekly and checked. Homework books – maths (A4 red) and literacy(A4 purple) MFL book – start in yr 3 and follow up through school Spanish book –start in yr 4 and follow up through school Art sketch book (A4 black shiny) – start in year 3 and follow up through school</p>
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<p>Role of Parents/Carers</p>	<ul style="list-style-type: none"> • Leechpool Link – teachers to share key points to pupils when it comes out • Parent/School books shared in September and teachers to keep referring parents back to them • E-schools • Inclusion newsletter • Teacher meetings in September • Expectation of parents supporting with homework • Attend parents’ evenings and display evenings • Transition meetings in June for FS – Yr 1 and for Yr2 – Yr3. • Maths and Literacy open mornings • Class assemblies • Ensuring children have the right resources at school. • Inviting in to work in the classrooms or on trips 	<ul style="list-style-type: none"> • Weekly newsletter and ‘did you know?’ slips for parents’ • Use of Seesaw for parents to add to • Open door policy • Expectation of regular home reading, phonic practice, key words • Home challenges given via newsletter • Daily checking of reading diaries • Home visits, transition meetings before start school • Sign home/school agreement • 6 weeks in • Reading workshops for parents • Invitation to attend celebration of learning termly • SeeSaw for parent access • Phonics and maths workshops in Autumn term 	<ul style="list-style-type: none"> • Fortnightly newsletters in year 1 • Daily checking of reading diaries, signing when read individually and weekly Guided Reading stickers. • Reading workshops for parents 	<ul style="list-style-type: none"> • Weekly signing of reading records to ensure children reading daily 	<ul style="list-style-type: none"> • Leavers assembly • Weekly signing of homework diaries • Parents agreement to early morning booster classes when needed • Commitment from parents with residential expectations.
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