Newington Green Primary School

Policy for Teaching and Learning
March 2022

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It was written as a result of developments in our practice and is owned by the staff team. It is based on our current learning and understanding of recent research. Members of the staff team are expected to refer to it frequently and use it to help evaluate and change practice to ensure the best provision for our children.

The nature and quality of classroom practice is the single most important school factor in determining pupil's achievement, which lies directly within our control as professionals and as a school.

Context

Our children come from a rich variety of backgrounds. This is a key strength of our school. We also recognise that we serve a community with significant challenges and needs. Our staff share a moral commitment to improving the life chances of our children, and giving them an excellent education which will make a defining difference in their lives. In recognising the unique challenges of serving our community we will:

- **Explicitly teach language skills** in all lessons, explaining key vocabulary
- **Explicitly teach socials skills** (including manners, giving compliments, managing emotions etc.)
- **Set high expectations and aspirations** (including working with University partners)
- **Aim to prepare our children for being active citizens** in the world through nurturing their talents.

Aims

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the staff team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities and closing the gaps
- Set out our expectations of best practice

Our school values underpin all decisions made in our school and define the way we carry out our daily work:

Aiming high: There is no ceiling on what can be achieved
Doing our best: There are no excuses for not doing your best

Caring for each other: We are honest and care about each other

Definition of Learning
It can be described by the following equation:
Acquiring and practising skills + application of existing knowledge = new learning (New knowledge is created)

At Newington Green we aim for all teaching and learning to be outstanding.
We recognise the importance of agreeing indicators that enable us to reflect, evaluate and improve our own practice. We have developed our own Outstanding Criteria which are summarised as below, and during performance management we use OFSTED criteria to also help us evaluate our effectiveness as a school.

At Newington Green we consider outstanding to be:
When teaching is outstanding, following our own and Ofsted's guidance. As a whole school this means that all teaching must be a minimum of consistently good, leading to robust progress over time.

Our Curriculum

Over the course of 2019-20, we worked collaboratively across both Rotherfield and Newington Green to produce our new curriculum for 2020-21. This new, topic-based curriculum is broad and balanced, with clear progression of knowledge and skills across subject areas. The following, overarching aims are embedded in our topic-based approach:

Aims of our Curriculum at Newington Green and Rotherfield

To promote the highest level of achievement for all pupils, across all subjects, through strong pathways for progression in knowledge and skills as pupils' journey through the school.

To provide systematic exposure to and immersion in high quality literature, both from classic and modern authors, with the aim of pupils demonstrating key skills in debate, critical thinking, articulating a clear point of view and being able to effectively negotiate and converse.

To provide opportunities for vocabulary development across the curriculum, enabling pupils to access learning opportunities in the world around them through word rich learning environments and explicit vocabulary teaching.

To promote meaningful learning experiences, which will be fun and memorable, based on knowledge and skills needed to be successful in the wider world.

To provide a broad and balanced curriculum which gives pupils social and cultural agency, so that they are advantaged in the wider world.

To celebrate the diversity of our community, and the communities within the UK and encourage the building of community and social capital. This will include an understanding of issues relating to a range of underrepresented and protected groups (gender, sexual orientation, religion/belief, disability, age, race).

To promote mannerly and appropriate social conduct, so that pupils are advantaged in the wider world.

To provide a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and its various communities.

To empower pupils by providing the opportunities and skills to make positive life choices, through the development of personal character, emotional and social resilience, confidence and a growth mindset.

To provide a context for living as active citizens, learning and working within a global city, with access to the many cultural institutions and opportunities on our doorstep. This will include balancing life in a heavily built-up borough with regular opportunities for outdoor learning.

To regularly review our curriculum provision, in order to ensure that the curriculum, alongside current educational research, promotes excellence in the practice of teaching (pedagogy).

The Recovery Curriculum

The COVID-19 pandemic and resulting temporary closure of schools for many pupils, has meant that instead of delivering our new curriculum in full from September 2020, we implemented a temporary recovery curriculum, in order to enable pupils to catch up on their missed learning. We reviewed this curriculum every few weeks, gradually introducing more elements of the new curriculum, once gaps in learning had been addressed and the relevant content for core subjects had been taught.

During the COVID-19 pandemic, our children's home learning experiences have varied from family to family. In addition, only a percentage of children returned to school prior to September 2020. We designed our recovery curriculum on the premise that all children would have gaps in their learning.

Our recovery curriculum initially focused on pupil wellbeing and key objectives in phonics, reading, writing and maths. These were taught within a context that was relevant and interesting to pupils. Each year group maintained a half-termly, overarching topic heading from our new curriculum, in order to provide opportunities for cross curricular links and outdoor learning. Staff received training on how to maximise pupil engagement and wellbeing.

We wanted to reignite pupils' passion for learning, helping children to feel safe and secure and to re-familiarise themselves with the school environment and the relationships within it. Our recovery curriculum has been underpinned by the 5 levers of the Recovery Curriculum, as outlined by Barry and Matthew Carpenter and shared in Islington's Back to School – Curriculum Guidance to Schools. These are as follows:

Lever 1: **Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Assessment

Our assessment cycle was modified in order to measure the impact of the recovery curriculum at key points throughout 2020-21. We began by carrying out baseline assessments in Years 2-6 for reading and maths in the children's second and third weeks back at school in September. The data from these assessments was used to plan and teach to address gaps in children's learning. Children in Year 1 were assessed in reading and maths towards the end of Autumn 1 in order to allow time for them to transition from the Early Years framework. A baseline phonics assessment for Year 1 pupils took place in the children's second and third weeks back. Further assessments then took place in Autumn 2 and Summer Term to measure progress from the baseline.

Timetabling

For Autumn 1, 2020-21 class teachers planned from a model timetable for their year group to ensure curriculum consistency across both schools. In Week 1, the timetable focused predominantly on pupil wellbeing, settling into new classes and the development of social skills. For Weeks 2 and 3, baseline assessments were completed, alongside whole class phonics up to Year 3, daily guided reading and maths and English taught through engaging, cross-curricular contexts. There was a continued focus on wellbeing.

Each week pupils also received P.E. teaching from our subject specialist and either computing or Spanish specialist teaching. Class teachers also delivered R.E. weekly.

Following week 3, the timetables were be reviewed in order to introduce science and other foundation subjects. Slimmed down learning objectives for history, geography, music, art and design and technology were carefully selected to ensure ongoing progression of knowledge, skills and understanding, whilst focusing on catching up on key maths and English skills.

Wellbeing

In line with the 5 levers of the recovery curriculum, it was important that we provided our children with a regular space to reflect on and discuss their experiences and build relationships. In the first week back and throughout Autumn Term, class teachers worked on building and rebuilding relationships within school and being transparent with children about how gaps in their learning will be addressed.

For the first 3 weeks, regular wellbeing sessions were scheduled in the timetable either 4 or 5 times a week. These included the following:

- At least one session per week using the specialist resources provided by IMAHs (Islington Mental Health and Resilience in Schools)
- At least one session covering the Autumn Term PSHE curriculum objectives
- Opportunities for creative or mindfulness activities, e.g. Art/Music/Yoga/Meditation.

The focus on wellbeing remained throughout 2020-21, with allocated wellbeing time for each year group each day.

Reading

From Week 2, whole class guided reading sessions were be increased to 45 minutes, 5 times a week. Baseline reading data gathered in Weeks 2 and 3 was used to inform planning and teaching moving forwards.

Writing

Prior to the end of Summer Term 2019-20, staff assessed individual pupils' writing from March 2020 against their writing targets. They used this information to prioritise writing targets to be taught and embedded in Autumn Term. Teachers followed the medium-term plans for Autumn 2020, from our new curriculum, but focused on specific targets identified from this assessment process. The number of English lessons increased within the weekly timetable to allow for coverage of targets from the previous year.

Phonics

Daily, whole-class phonics sessions took place in EYFS and Year 1 from the children's first week back and Years 2 and 3 from the children's second week back. A baseline assessment phonics assessment was carried out in Year 1 during weeks 2 and 3 to inform planning and teaching moving forwards.

Maths

From the children's second week back until the review at the end of week 3, daily maths lessons focused on specific learning objectives linked to number and place value (as outlined in recent guidance from Islington). Teachers were supported to maximise opportunities in their planning for reasoning, problem solving and cross-curricular applications of these objectives.
In addition, in Years 2-6, children received a daily session on times tables and children from Years 1-6 received a 10 or 15-minute, daily Maths Meeting. This format stems from the mastery approach to maths teaching and learning and involves regular exposure to key maths concepts to increase maths fluency and systematically address basic gaps. Staff received training on this approach to ensure consistency across both schools.
During morning registration, children in Years 2-6 completed a 10-minute Calculation Countdown activity to focus on development of their calculation skills.

Early Years and Year 1

Planning and teaching in Early Years has continued as normal, with high quality, continuous provision and adult led focused activities and child-initiated learning opportunities. Careful planning addressed the gaps for any children that may need additional support.
For the children's first 3 weeks in Year 1, the learning environment was set up to promote continuous provision as a transition from Early Years. From week 4, year 1 introduced adult let maths and English carpet sessions and from week 4 of Autumn 2 Year 1 introduced discrete foundation subjects in the afternoons.

Teaching and Learning Approaches

In order to support pupils to reactivate and build upon their prior learning, we have trained our staff to incorporate and embed metacognitive approaches into their day to day practice. These include:

- Discussing prior learning at the start of each lesson and at regular points throughout the lesson (e.g. via the use of mini plenaries and plenaries)
- Regular repetition of key concepts and vocabulary
- Encouraging pupils to make connections and links within their learning using their overarching half-termly topic as a starting point and making cross-curricular links.
- Using metacognitive questioning techniques in every lesson to enable pupils to reflect upon their learning.
- Using advance organisers to help children to see the bigger picture and build neural connections.

Staffing

Following baseline assessments, members of leadership and support staff were timetabled to give additional support and catch up to our most disadvantaged pupils, in line with COVID guidelines.

Specialist Teaching

We recognise that some areas of the curriculum require specialist subject knowledge and therefore the children receive specialist teaching in computing, PE, Music and MFL (Spanish).

Subject Leadership
Members of our Curriculum Leadership Team support the school's Senior Leadership Team, with the responsibility for the quality of teaching and learning in their subject areas across the school. Members of the Curriculum Leadership Team are:

- English Subject Leader
- Maths Subject Leader
- Science Subject Leader
- Computing Subject Leader
- PE Subject Leader
- History, Geography and R.E. Subject Leader
- PSHE Subject Leader
- MFL Subject Leader
- Music Subject Leader

For more information on our curriculum, including detailed curriculum maps for each year group and progression maps for each subject, visit our website.

Progress

Teaching not only secures good progress, it facilitates exceptional progress.
What we are looking for:
Clarity
Pupils are clear about where they are in their learning.

Direction
Pupils are clear about what they have to do and try to move forward.
Models to aspire to
Pupils know with clarity from excellent examples what they are trying to emulate.

Assessment

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on grades and ranks and with public accountability.

Assessment of Learning

We use the following formal assessment procedures to measure outcomes against all schools nationally:

- Beginning of Reception
    - Baseline checks (starting September 2021)
- End of EYFS
    - (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1
    - (% of pupils achieving the required screening check)
- End of KS1
    - (% of pupils achieving end of key stage expectations in reading, writing, maths and grammar, punctuation and Spelling (GPS))
- Year 4 Times tables check.
- End of KS2

- (% of pupils achieving end of key stage expectations in reading, writing, maths and GPS)

Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response to learning
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The purpose of assessment of learning is to:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account
- Hold individual staff to account for pupil progress
- Inform self-evaluation and guide inspection

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)

- Mark and measure against expectations outlined in the revised National Curriculum

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Assessment strategies:

Termly	**Effective practice would include**
Monitoring of books	Formal monitoring of books by subject leaders three times a year with written feedback in literacy, numeracy, science, history/geography and Art/Design and Technology. Senior leaders' quality assuring the strengths and weaknesses identified by subject leaders During learning walks/lesson observations senior leaders review books and interview pupils about their learning and steps to improve Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task
Moderation across year groups and phases of learning	Provide time in the termly calendar to moderate within school and with other schools in the borough to ensure assessment is robust. Senior leaders quality assuring the robustness of teacher assessment by choosing a random selection of children across the school (EYFS – KS2) to moderate
Formal testing	Use a range of commercially produced materials to undertake a snap shot view of pupil attainment on a termly basis. Use of data from tests to help inform teacher assessment and planning to meet the needs of all pupils.
Pupil progress meetings	Time provided for senior leaders, teachers and teaching assistants to review progress of learning To use data to inform teaching and learning Review the provision map for pupils
Parent Evenings	Termly meetings with parents/carers to share individual pupils' strengths and next steps in learning and attendance data. To suggest ways parents can support pupils in their learning at home and set targets for improvement.
Yearly reports	Reports summarise the achievements for pupils during the year.

	Pupils write their own comments on their learning and what they need to focus on in the coming year Parents/carers respond to comments	

Assessment for Learning (AFL)

Effective AFL takes place when the information gathered from observation, alongside AFL strategies and techniques is used to continually check pupils' understanding and actively reshape teaching and learning, with a striking impact on learning.

Agile teaching leads to high quality learning.

What we are looking for in outstanding teaching and learning…	Suggestions to achieve this/practical examples	Links to Educational Research
Clarifying, sharing and understanding learning intentions and success criteria		
Learning Intentions Learning intentions are important, clear and pupil friendly. Learning intentions are SMART (specific, measurable, achievable, realistic and time-limited) They relate to the learning of knowledge or skills taking place and could apply to several contexts, rather than being focused on today's task. Learning intentions are revisited and referred to the throughout the lesson. They are written in language that pupils will understand.	Keep revisiting and referring to the learning intention throughout the lesson. Ensure that the learning intention is written in child-friendly language. Check that the learning intention focuses on what students will learn, not what they will do. Techniques for developing the use of learning intentions could include: • Use mini-plenaries/pit stops periodically throughout the lesson to share pupil misconceptions or progress in learning with the whole class. • Be the teacher – pupils write or say what they think the learning objective for the lesson should be for the next time you teach	Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 8 – How will we know what learning objectives mean?) Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria.

	the same lesson or for their next lesson.	
Success Criteria Pupils sometimes generate their own success criteria to maximise the impact on learning. Success criteria break down the learning into steps. Success criteria may be differentiated for individual children. Success criteria emphasise knowing, learning, thinking or skills, rather than behaviour or end products.	Share an exemplar or compare two pieces of finished work of differing quality and use this to help the pupils generate their own success criteria. Ask the children before starting work, "to achieve our learning intention, what do we need to remember to focus on?" Write down the success criteria in the children's words, giving them ownership of the learning. Let the students attempt the task, then ask them to tell you what they did, step by step. The process can be written as list of success criteria. If the success criteria recur during the unit of work or the year, write them up as a 'toolkit' on A3 paper and display in the classroom on your learning wall. Use success criteria as a basis for self and peer assessment – students can tick or score against a checklist, writing comments if appropriate.	Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria. Clarke, S. (2003) *Enriching Feedback in the primary classroom* Abingdon: Hodder & Stoughton (Chapter 3 – Success Criteria) Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 8 – How will we know what learning objectives mean? Chapter 9 – How will we know what excellence looks like?)
Knowing what excellence looks like	Provide children with opportunities to compare and contrast examples of differing quality in order to develop a concept of what excellence looks like.	Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 9 – How will we know what excellence looks like?)
Eliciting evidence of learners' achievement		

High level questioning Questions are used to diagnose the learning taking place, challenge further thought and enable evaluation before moving on.	Use a range of open ended questioning techniques to allow for diagnosis of learning, promote discussion and encourage higher order thinking. Examples could include: • Questions with multiple possible answers • Questions with no right or wrong answer • Concept cartoons (where a range of answers lead to discussion) • Ranking questions (where children put answers in order) Frame questions carefully to avoid adding to or creating misconceptions. Extend questioning to encourage children to justify their thoughts (higher level questioning) with questions like: • What do you mean by that? • Could you explain that in more detail? • Could you give me another example? • What has led you to think that? • How have you come to that conclusion? Use varying questioning techniques e.g. hands down or lollipop sticks, in order to ensure participation from all pupils. Build a classroom culture where learning from mistakes is valued and it is ok to be wrong.	Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 5 – Asking Worthwhile questions) Gershon, M (2013) What makes a good question? http://www.tes.co.uk/article.aspx?storycode=6316213 Rowe, M.B. (1986) Wait Time: Slowing Down May Be A Way of Speeding Up! *Journal of Teacher Education* 1986; 37; 43 Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 4 – Eliciting Evidence of Learners' Achievement) Wragg, E.C. and Brown, G., (1993) *Questioning in The Primary School,* London: Routledge

	Give pupils 'wait time' during questioning in order to allow them the opportunity to reflect and process the question (research shows that 2.7 seconds is ideal)	
Providing feedback that moves learning forward		
Marking and dialogue between adults and pupils are consistently of a very high quality.	Please refer to feedback and marking policy.	Butler, R. (1988) *Enhancing and undermining intrinsic motivation: The effects of task-involving and ego-involving evaluation on interest and performance,* British Journal of Educational Psychology, 58, 1-14. Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 8 – How will we know what learning objectives mean?) Hattie, J (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Oxon: Routledge Petty, G. (2009) *Evidence Based Teaching: A Practical Approach, Second Edition* (Chapter 19 – Feedback methods: assessment for learning). Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 3: Clarifying, Sharing and Understanding leaning Intentions and Success Criteria and Chapter 5 – Providing feedback that moves the learning forward. The Sutton Trust Toolkit – available online at: http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/
Feedback is on-going throughout the session	Pit stops and mini plenaries can be used to address misconceptions and model to the children how to evaluate the learning well before the end of the lesson but after they have had time to have a go. Display a randomly selected piece of work from a child on the interactive whiteboard, model the strengths and work together to improve (e.g. 2 minutes) referring to the success criteria. Children in learning partners number 1 & 2 and do no. 1 together for 2 minutes. Now do no.2 for 2 minutes. Then improve their own. E.g. Think/pair and share. Ensure that there is a balance between pit-stops and independent learning. Avoid interrupting sustained independent learning too frequently.	
Feedback is linked to the learning intention and makes reference to the success criteria.	Model good, less good and the children's examples to draw out how to move learning forward.	

Feedback is diagnostic	Check that children achieve the learning intention following specific feedback.	
Feedback makes a demonstrable difference within the lesson and between lessons.	Check that children act on the feedback within the lesson and through a sequence of lessons.	
Pupils respond to feedback	Provide opportunities for children to respond to feedback in the session. Avoid spending too much time showing and telling. Make time to observe once children are working then interjects with questioning, modelling evaluation and improvement. Act as an enabler not as a "know it all".	
Feedback mechanisms use a range of good models for children to emulate.	Display children's learning on the interactive whiteboard within lessons. Ensure that children are acting on feedback and responding with own comments in line with the school feedback and marking policy. Check to see how marking contributes to improvements in learning.	
Children can evaluate their own and each other's learning effectively.	Give children the opportunity to generate success criteria and use them both when evaluating their own and each other's learning. (See section above on clarifying learning intentions and success criteria and section below on peer-assessment)	
Appropriate and personalised targets are set	Set pupils personalised targets at an appropriate level to move them forwards to the next step in their learning. Refer to pupils targets regularly and tick off or date once met. Replace targets	

	quickly when necessary to maximise progress. Build the use of targets into your everyday practice in the classroom, e.g. reminding children to check their targets prior to independent learning or working in guided groups. (Displaying targets on cards that flip out in the front of books can support this).	
Activating students as instructional resources for one another		
Peer-Assessment Regular opportunities are provided for pupils to take control of their own learning through peer-assessment.	Examples of peer-assessment techniques could include: • C3B4ME (pupils. seek help from at least 3 peers before asking the teacher) • Peer evaluation of homework • Homework Help Board • Two stars and a wish • End of topic questions • Pre-flight checklist • Reporter at random • Giving pupils self-assessment or feedback proformas to assess • Feedback on post-its	Petty, G. 2009*) Evidence Based Teaching: A Practical Approach, 2nd Edition*, Cheltenham: Nelson Thornes Sadler, D.R. (1989*) Formative assessment and the design of instructional systems*. Instructional science [0020-4277] vol:18 iss:2 pg:119 Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another)
Enabling Effective Dialogue Children construct new knowledge and understanding through regular collaboration with peers and effective classroom dialogue. Dialogue in the classroom follows a 'social construction' or 'basketball'model, rather than a 'ping	Techniques for developing effective classroom dialogue could include: • 'No hands up' to answer a question • Class poll – ask every pupil round the class what they think on a particular issue. • Hot seat questioning – Choose one pupil and ask them several	Adey, P. (ed) (2008) *Let's Think Handbook: A guide to cognitive acceleration in the primary school*. (Chapter 3 – Social construction: encouraging productive talk). Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another)

pong' approach between teacher and pupil. Learners bounce ideas off one another, with the majority of talk coming from pupils.	questions in a row, or engage them in conversation. • Find the fib – write three statements on the whiteboard and ask pupils to discuss which one is the fib and why. • Pupil created problems – pupils work together in groups to write one good question for the class to answer. • Post-it note continuums – pupils place a post-it along a continuum in response to a given statement or question, explaining their reasoning. • Phone-a-friend – If a child is unable to answer a question allow them to 'phone-a-friend and repeat the question to another child in the class who may be able to help them. • Identifying group weaknesses – groups discuss what they still need to learn on a topic and share weaknesses with the class. • Best composite answer – Pupils in a small group build a composite answer by taking features of each of their individual answers.	Other information on collaborative learning Collaborative Learning Project http://www.collaborativelearning.org/ DATT tools http://www/debonothinkingsystems.com/tools/DATT.htm Let's Think (cognitive Acceleration) www.letsthink.org.uk
Activating students as owners of their own learning		
Motivation of pupils Motivation is intrinsic and driven by pupil interest rather than extrinsic and driven by external reward.	Seize upon opportunities to reinforce the growth mind set and belief that all the pupils can move forward from their starting point.	Deci, E. and Ryan, R. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior* (Perspectives in Social Psychology) New York: Plenum Press

Growth mindset is taught, encouraged and fed throughout the day to day interactions in school life. Pupils understand that intelligence is not fixed and learn to see challenge as an opportunity rather than giving up. Pupils become mastery oriented, rather than helpless oriented learners. Learning experiences are creative, inspirational and fun. Teachers are not afraid to take risks and step out of their 'safe zone'.	Build a classroom culture where challenge is thrived upon and mistakes are valued as part of the learning process. Ensure that praise given to students is focused on effort and the learning objective rather than the individual or their attainment. Model motivation and excitement in the learning the children are about to embark upon. An example of this is the entry point event used in humanities lessons to inspire and motivate the children. Why not have a model fire of London or a real evacuation and sleep over somewhere etc. How visual and hands on are the children's experiences going to be? Can they record in a variety of ways? Can they use a variety of resources to support their learning? Can they explore key questions or are they constrained to the closed nature of the activity? How interactive is it – do they interact with the teacher, each other, guests or is learning copying the model given?	Dweck, C. S. (2012). Mindset: How You Can Fulfil Your Potential. Constable & Robinson Limited. Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Random House. Dweck, C. S. (1999). Self-theories: Their role in motivation, personality and development. Philadelphia: Psychology Press. Elliot, A. J., & Dweck, C. S. (Eds.). (2005). Handbook of competence and motivation. New York: Guilford. Heckhausen, J., & Dweck, C. S. (Eds.). (1998). Motivation and self-regulation across the life span. Cambridge: Cambridge University Press Niemiec, C.P., Ryan, R.M., & Deci, E.L. (2009). The path taken: Consequences of attaining intrinsic and extrinsic aspirations in post-college life. *Journal of Research in Personality, 43*, 291-306. Hustinx , P. et al (2009) Achievement motivation revisited: new longitudinal data to demonstrate its predictive power, Educational Psychology: An International Journal of Experimental Educational Psychology, 29:5, 561-582
Top Down Approach Support is provided to raise children up to high expectations (learning	Plan from the top downwards, starting from the highest possible outcome, in order to embed high expectations and a culture of excellence in the classroom.	Eyre, D. (2011) *Room at The Top: Inclusive Education for High Performance*. London: Policy Exchange

and activities are not adjusted down to limit their learning).		
Self-Regulation and Pupil Autonomy Independence and the ability to self-regulate learning are continuously promoted through day to day practice. Pupils are not dependent on the teacher for feedback or support.	Provide regular opportunities for pupils to take control of their own learning through self-assessment. Examples of self-assessment techniques could include: • Traffic lights • Coloured cups • Learning Portfolios • Learning logs Promote independence through classroom organisation, e.g. clearly label resources for children to access independently. Provide interactive displays with prompts for children to access independently. Teacher facilitates and enables so that the children do most of the learning, talking and doing and the teacher skillfully interjects from time to time, clarifies, models but does not take over. The children are doing the vast majority of the doing! Teacher talk is minimal (aim for 10% of the lesson)	Boekaerts, M. and Corno, L. (2005*). Self regulation in the classroom: a perspective on assessment and intervention.* Applied Psychology: An International Review, 54 (2), 199–231. Brookhart, S.M. (1997). *A theoretical framework for the role of classroom assessment in motivating student effort and achievement.* Applied Measurement in Education,10 (2), 161-180. Earl, (2013) *Assessment as learning: Using classroom assessment to maximise learning,* London: Sage James, M. et al (2007). *Promoting learning how to learn through assessment for learning.* in M. James et al (Eds). *Improving Learning How to Learn: Classrooms, schools and networks,* London: Routledge. Petty, G. 2009*) Evidence Based Teaching: A Practical Approach, 2nd Edition*, Cheltenham: Nelson Thornes Sadler, D.R. (1989*) Formative assessment and the design of instructional systems*. Instructional science [0020-4277] vol:18 iss:2 pg:119 Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another and Chapter 7 –

		Activating students as owners of their own learning.) Griffith, A. and Burns, M.(2012) *Outstanding Teaching: Engaging Learning*, Carmarthen: Crown House Publishing(p. 15 and p.156)
Shared ownership Children are involved in the planning to help secure commitment and enable greater creativity Children's contributions frame the learning	Children help to evaluate the lessons that take place so that the teacher knows what has helped them to learn and what have been barriers to address.	Deci, E. and Ryan, R. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior* (Perspectives in Social Psychology) New York: Plenum Press Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing and Understanding Learning Intentions and Success Criteria) Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 9 – How will we know what excellence looks like?) Wiliam, D. (2011) *Embedded Formative Assessment,*
	Teachers make time to share the skills and knowledge that will need to be developed and involve the children in discussions about how to achieve this and include their contributions in the medium term planning.	
	Teachers seek children's views on what other knowledge or skills they need to develop and include this in the medium term planning.	
	Reference is made throughout the topics taught to the skills and knowledge and connections are made with the children's requests (e.g. could be through a mind map/learning journey display etc.)	
	Children help to evaluate the lessons that take place so that the teacher knows what has helped them to learn and what have been barriers to address.	Deci, E. and Ryan, R. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior* (Perspectives in Social Psychology) New York: Plenum Press Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 3 – Clarifying, Sharing and

		Understanding Learning Intentions and Success Criteria) Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 9 – How will we know what excellence looks like?) Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another.)
	Teachers make time to share the skills and knowledge that will need to be developed and involve the children this and include their contributions in in discussions about how to achieve the medium term planning.	
	Teachers seek children's views on what other knowledge or skills they need to develop and include this in the medium term planning.	
	Reference is made throughout the topics taught to the skills and knowledge and connections are made with the children's requests (e.g. could be through a mind map/learning journey display etc.)	
	Take a child's idea from e.g. questioning and develop it together into something of excellence, whilst building intrinsic motivation – model the process and help the children to draw out the success criteria from it.	

	Use children's work as a model - Use the IWB or blown up work to model the best and the not so best. Include children as part of the modelling (not just the teacher showing off what they can do.)	
Metacognition/Reflection (Thinking about learning) Pupils are given regular opportunities to reflect upon their learning and make connections. Metacognitive questioning is used regularly and at different points in the session. The teacher models metacognition to the class.	Display sentence stems/metacognitive questioning prompts around the whiteboard. Ask metacognitive questions regularly at different stages of the lesson. Suggestions are: • What was the main thing you have learnt in this lesson? • Which part was easy? Why? • Which part was difficult? Why? • How did you find the solution? • How did you decide what to do at an important point? • Did you change your mind at any point? What changed your mind? • Does this remind you of any other lessons? Could you use these strategies in any other lessons? • Did anything surprise you? • What questions do you still have that need to be answered? • How well did you work with your partner/group? What could have improved this? • If you did this lesson again, what would you do differently?	Adey, P. (ed) (2008) *Let's Think Handbook: A guide to cognitive acceleration in the primary school*. (Chapter 4 – Metacognition: becoming conscious of thinking). Hattie, J (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Oxon: Routledge Larkin, S (2000) *How Can We Discern Metacognition in Year One Children From Interactions Between Students and Teacher*, (Paper presented at ESRC Teaching and Learning Research Programme Conference) Papaleontiou-Louca, E. (2003) *The Concept and Instruction of Metacognition,* Teacher Development, Volume 7, Number 1 Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 7 – Activating Students as Owners of Their Own Learning – p. 148) The Sutton Trust Toolkit – available online at: http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/

	Give pupils a reflection sheet/learning log/triangle of learning to explain what they have learnt during the lesson. Put up an A3 poster with 4 sections: What is going well? What can we improve? What are the questions? What are the issues? Give pupils post-it notes to add their views to the sections. Pupils write an exit ticket explaining one way that what they learned today could help them in the real word or in another subject. Pupils write what they think the learning intention for the lesson should be for the next time you teach this lesson or the next lesson. One pupil summarised what the whole class learned during the lesson. Pupils work together in groups to write one good question for the class to answer on mini whiteboard. Pupils write on a flipchart what was positive, negative or interesting about a lesson. Pupils write on a post-it note or card something they understood about the lesson and something they still do not understand.	

	Pupils write questions about anything they want more information about or that they are unclear about.	
Embedding knowledge, skills and understanding into long term memory Teachers provide regular opportunities to recap on prior learning in next contexts.	Use starters, plenaries, quizzes and home learning activities to return to learning and help it to embed into long term memory. Use advance organisers as part of classroom display to show connections between subject areas and prior learning. Add to these throughout a topic and discuss connections made during metacognitive discussions.	Bell. M. (2015) *Classroom Teaching That Works: A practical guide to using evidence based teaching methods*, Cambridge: The Evidence Based Teachers Network. (Available via subscription to the EBTN) Bell, M. (2020) *The Fundamentals of Teaching: A Five-Step Model to Put the Research Evidence into Practice*, Oxon: Routledge
Curriculum content is delivered via spaced practice rather than blocking to ensure regular opportunities for returning to prior learning. New vocabulary is explicitly taught and regularly returned to.	Ensure timetables enable regularly returning to subjects weekly, rather than blocking and follow subject specific progression maps. Teach new vocabulary to the class. Check for understanding and display in the classroom, regularly returning to it to ensure it is embedded. Be aware of the progression of Tier 2 and 3 vocabulary throughout the year groups by referring to progression maps for each subject.	

Classroom Systems and Organisation		
Use of resources Resources, including new technology, make a marked contribution to the quality of learning.	Provide a range of resources that are accessible and appropriate for use in order to enable and enhance learning. Ensure that resources are labelled visually and accessible for all the children as and when they need them, promoting self-regulation and autonomy (see above). Use technology creatively. Liaise with subject leaders for new ideas around resources for specific subject areas. Ensure that resource organisation follows resource policy in school. Do children have choice in resources? Are a range of resources available? Are they high quality and give good messages about valuing learning?	See section above on self-regulation and autonomy.
Children are trained in classroom routines relating to tidiness and orderliness.	Train children to access and replace resources. Take the children through the 'Green Expectations' and Behaviour Policy. Set up class monitors to tidy and care for the room and equipment Practice lining up and moving around the room and the school i.e. getting from the carpet to chairs in an orderly manner.	

	Show children how you expect them to enter and leave assembly (see Assembly Policy). Teach children how you want them to stop and listen.	
Adult support Precisely targeted support is provided by other adults. Support staff know what the next steps for the learning are for the children they are working with. They know who the target children for different subjects. They know how to support and enable learning rather than showing and telling. Teachers plan effectively for their other adults and take ownership of how the other adults are supporting the children both within lessons and in interventions. Other adults know how to avoid limiting the children's learning.	Share in the planning and feedback of learning with TA's and other adults. Email planning to support staff every week. Use your weekly teacher and TA planning time slot to discuss teaching, learning and the progress of pupils. Use feedback from support staff to influence the next steps both in class lessons and in interventions. Ensure that TAs fill out their evaluation of sessions regularly to inform the teacher of progress and concerns. Ensure that tasks delivered by TAs have an approach that enable learning to be deepened and not just limited (e.g. working on sequencing don't just sequence to 10 – be prepared to sequence beyond and in other ways).	Blatchford, P. Russell, A and Webster, R. (2012) *Reassessing the Impact of Teaching Assistants: How research challenges practice and policy*, Abingdon: Routledge Russell, A., Webster, R. and Blatchford, P. (2013) *Maximising the impact of teaching assistants: Guidance for school leaders and teachers*, Abingdon: Routledge
Grouping Classroom grouping is dynamic, flexible and based on children's individual and changing needs.	Avoid fixed ability grouping as research shows this has a negative effect.	Hallam, S. et al (2004) *Primary pupils' experiences of different types of grouping in school*, British Educational Research Journal, 30.4, 515-533

	Assess and change groups regularly, depending on the learning needs of individual children and the task set. For some lessons, children may not be grouped at all. Groups may change within a lesson as learning is reshaped following effective assessment for learning.	Hattie, J (2009) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Oxon: Routledge Kutnick, P. et al (2002) *Pupil groupings in primary school classrooms: Sites for learning and social pedagogy?* British Educational Research Journal, 2002, v. 28 n. 2, p. 187-206 The Sutton Trust Toolkit – available online at: http://educationendowmentfoundation.org.uk/toolkit/about-the-toolkit/
Subject Knowledge Excellent subject knowledge is applied consistently to challenge and inspire pupils.	Research the unit of work beforehand. Take time to know the knowledge and skills required. Be clear about the progression Use others and experts to support your own learning alongside and separately from the children. Be accurate and specific in your initial teaching and reinforce this in the lesson.	
Pit stops/Mini-plenaries and self-evaluation Pit stops, self and Peer evaluation within the lesson	Used to address misconceptions and model to the children how to evaluate the learning well before the end of the lesson but after they have had time to have a go. Display a child's learning on the interactive whiteboard – pick a child's piece of work randomly and model the strengths, then work together to improve (e.g. 2minutes) referring to the success criteria. Children in learning partners number 1 & 2 and do no. 1 together for 2 minutes. Now	Clarke, S. (2012) *Active Learning Through Formative Assessment,* London: Hodder Education (Chapter 9 – How will we know what excellence looks like?) Wiliam, D. (2011) *Embedded Formative Assessment,* Bloomington: Solution Tree Press. (Chapter 6 – Activating Students as learning resources for one another and Chapter 7 – Activating students as owners of their own learning.)

	do no.2 for 2 minutes. Then improve their own. E.g Think/pair and share. Ensure that there is a balance between pit-stops and independent learning. Avoid interrupting sustained independent learning too frequently.	
Physical environment	The physical environment, in which children's learning takes place, should be one, which supports and enhances their learning. We expect all classrooms to adhere to the Learning Environment and Resource Policy.	
Expectations- Maintain high expectations of both yourself and all pupils at all times!	Have high expectations of and insist upon the very best of all pupils in relation to: • **Behaviour**- Speak to children in a calm firm manner and be consistent with the behaviour policy. • **School Uniform**- It is expected that children wear a school uniform. If a child does not wear a school uniform, they should be spoken to by the class teacher and encouraged to do so. • **Quality and amount of work achieved**- Make it clear to children how much they need to do in a certain amount of time. Insist that children complete work, by remaining in class or finishing in lunch detention • **Speaking and Listening**- there is an expectation that children will speak to adults in full sentences, using appropriate tone of voice to convey meaning	

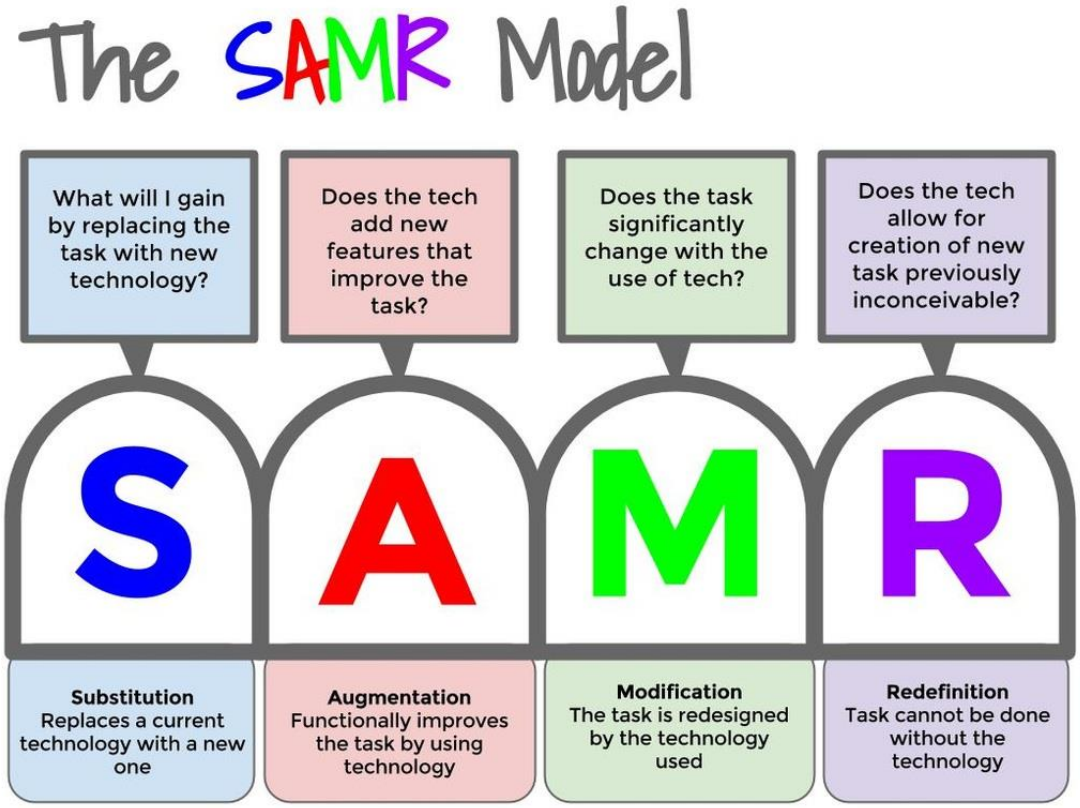
	• **Layout and Presentation in Books.** The aide memoir below will be stuck in all books.	

In our books we….

1. Always use a sharp pencil or pen with a clean nib.
2. Always have the date and learning objective at the top of our work or a LO grid.
3. Use rulers to underline and draw tables, label and draw charts.
4. Completed maths work in pencil.
5. Always use neat legible writing, following the handwriting policy.
6. Correct mistakes by using a ruler to put one line through it.
7. Do not use rubbers unless directed by a teacher.
8. Use a new page every day.
9. Do not make any marks or write on the covers of our exercise books.
10. Do not use felt tips in our exercise books.
11. Trim and stick in neatly any worksheets.

Digital Teaching and Learning

At Newington Green the use of technology to support teaching and learning is embedded within the curriculum. Technology is seen as a tool to be used to enhance and transform teaching and as a method for pupils to demonstrate their learning.



The SAMR model further embeds technology within the classroom, linking its use with the task. The ultimate aim is to redefine tasks into ones which could only be carried out by using technology. It is not the aim to simply replace writing with a pencil/pen with a task which utilises typing on a laptop for example.

At Newington Green, there is an expectation that technology will be used in the classroom at different points of lessons such as:

- adult led input
- content creating by pupils
- assessment for learning
- differentiation by outcome

To support this, we have a core group of applications/software which are expected to be used by all ages throughout the year. These are:

1. ActivInspire with the Interactive whiteboard (IWB) – There are a wide range of tools built in to this software which promote interactivity and support teaching and learning. These include hyperlinks to webpages/documents, embedding video, capturing the screen recorder.
2. AirServer with class iPad – This piece of software enables a mirror image of the iPad to be shown on the IWB. It can be used with a number of applications to support and enhance teaching and learning including: with the camera app for use as a visualiser to instantly share excellent pupil writing or peer demonstration for example, with educreations (a whiteboard on the iPad) to up level writing or identify examples of success criteria being met.
3. Microsoft Teams – this is a collaborative platform which can be used or accessed across a range of devices including classroom computers/iPads. Each pupil has their own login credentials. Content in photo, video or text form can be shared and stored within the class team. Further office tools such as assignments, Microsoft Quizzes, Class Notebook or 3rd party apps like Nearpod can be used to deliver interactive content, assess learning and provide feedback to pupils.
4. LGfL and PurpleMash resources linked to USO accounts – everybody at Newington Green has a personalised Unified Sign On (USO) account which gives access to a wide range of free and subscription services. Examples of LGfL and PurpleMash resources have been mapped to the curriculum and can be access on laptops or iPads. A key application which is available in this way is J2e and this has multiple streams for English, Maths and Science. Home learning can utilise these resources as pupil USO details are shared with families.
5. Book Creator App – this app is located on the specific group iPads and is ideal to support pupils in creating digital content across the curriculum. The books/comics created can be shared as printed versions or as an eBook in video format. The app is suitable for use by all ages at Newington Green as it incorporates text (including speech to text), audio files, video, photographs and drawings. Possible uses include: creating phonics books, recording a science experiment from planning to results/conclusion, retelling a familiar story and creating social stories to support pupils with SEND

The use of technology to support teaching and learning is not restricted to these core applications. Other possibilities available currently include:

- Now>Press>Play
- Green Screening
- iMovie
- Stop Motion animation
- Kahoot!
- Seesaw
- Office 365 tools such as Quizzes, Class Notebook

Professional learning

As members of the teaching profession, we recognise that we are learners and that we value our own professional learning. We act as role models for lifelong learning by seeking to improve our own learning. We:

• Direct ourselves as learners

- Extend and enhance our professional skills
- Contribute fully to the learning and success of the school and its children.

This can take many forms including:
- Membership of the phase team
- Coaching
- Action research
- Collective and collaborative project work/observations/planning
- Performance Management
- Staff meetings/INSET
- Off site courses
- Professional reading

At Newington Green our staff are learning too. We are committed to providing high quality, continued professional development to all of our staff members, in order for them to develop teaching and learning in new and innovative ways.

Approved by:	**Teaching and Learning Committee**
Last reviewed on:	May 2021
Next review due by:	October 2024