



Our Lady of Good Help

Catholic Primary School

Teaching and Learning Policy

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'Like Our Lady, we live wisely, think deeply and love generously in Christ'

Policy Overview

This policy is central to our school's purpose as a place of learning. It embodies our values and shared aspirations for all members of our school community in their capacity as lifelong learners.

Our vision is to have uncompromising ambition for all members of our community, and for our school to encourage and motivate all learners within an inclusive and happy environment, where we are inspired by Our Lady to love God and our neighbour as ourselves.

We aim to do this by:

- Creating a calm and positive atmosphere where children can thrive;
- Delivering high quality, innovative and exciting learning opportunities;
- Providing opportunities for collaborative learning that build confidence and resilience;
- Recognising the uniqueness of every learner;
- Ensuring children feel safe, happy and loved within a nurturing environment.

Our mission statement, *'Like Our Lady, we live wisely, think deeply and love generously in Christ'*, perfectly embodies what we do at Our Lady's.

Principles of Effective Learning

We believe children learn best when:

- They feel happy, comfortable and safe in a welcoming, stimulating, well resourced, secure and positive learning environment;
- Their confidence and self-esteem are high and the positive, trusting relationships they enjoy with adults and peers are enhanced through clear and rigorous routines and boundaries;
- They are challenged, encouraged and supported by peers and adults, including family, and see themselves as active members of a learning community in which all adults and older children provide good role models;
- Teachers are happy, positive and feel appreciated;
- Learning opportunities are purposeful, fun, well-paced, stimulating and challenging;
- Every child has the opportunity to take risks, make mistakes and succeed.

Behaviour For Learning

At OLGH, we are devoted to creating the best learning environment, where each and every child can thrive and develop into a well-rounded, upstanding individual. Our mission statement, ***'Like Our Lady, we live wisely, think deeply and love generously, in Christ,'*** embodies the Catholic ethos of our school. Our behaviour & relationships policy guides staff to teach self-discipline not blind compliance.

Our whole-school approach to maintaining a positive learning environment (known as 'The Good Help Way') promotes excellent relationships between pupils, parents, staff and governors. We empower pupils to take control of their behaviour and be responsible for its consequences. Staff and children at OLGH are kind, empathetic, good-humoured, resilient and have a passion for learning.

As a staff, we are committed to:

- building strong relationships with the children
- planning exciting, engaging lessons which meet the needs of all children
- using positive recognition throughout the school
- modelling positive behaviour
- setting high expectations
- being consistent

Children at our school learn through our 3 rules: respectful, proud, safe. We respect others by showing kindness to

one another and looking after our school property; we take pride in our work by doing our best and we celebrate others' success; we act safely around school so that we can enjoy the exciting activities we do.

Through R.E. and R.S.H.E., children are taught from the beginning about the Gospel Values and British Values, and these messages are weaved into our assemblies and collective worship as well as throughout our curriculum. We study books within English using a wide-range of quality texts which have diverse themes to allow the children to explore other cultures and listen to other viewpoints. We ensure children behave well by reinforcing positive behaviour with a range of rewards such as our weekly 'Superstar' awards, 'Dojo Winner of the Week' our 'Above and Beyond' gold bands and our 'Special delivery' postcards, which are sent home to celebrate great attitudes to learning.

Our Curriculum

Our curriculum reflects our ambitions for the children of Our Lady of Good Help. It connects them to communities locally and throughout the world – reflecting our diversity. Content has been carefully selected to inspire and engage children. By the time our children leave OLGH, we want them to be confident, articulate and knowledgeable – ready to continue their learning journey. Throughout the curriculum, they will have the opportunity to explore, build knowledge, create and present (vital life-learning skills) in a variety of fun and challenging ways.

Our number one priority is that all children learn to read as quickly as possible. We believe that reading is a fundamental life skill that can enhance a child's life forever. It is the gateway to the rest of the curriculum. Therefore, we place a huge emphasis on the importance of reading and on making it a rewarding and enjoyable experience.

Throughout all areas of the curriculum, reading is prioritised. Key vocabulary for all subjects is given prominence and children are given access to a range of age-appropriate texts across all subject areas. This vocabulary is frequently revisited as children move through school to ensure that key vocabulary is understood and retained.

When appointing subject leaders, we match individual strengths to the needs of the subject. We ensure that all of our teachers have expert knowledge in the subjects that they teach and both teachers and subject leaders regularly attend training throughout the year to ensure that we are up to date with any new initiatives.

Our curriculum is carefully planned and sequenced to ensure that, over the course of study, pupils remember long term the content that they have been taught and integrate new knowledge into larger areas. Formative assessment and revisiting previous learning ensures that key concepts are embedded in our pupils' long term memory; giving pupils the opportunity to fluently apply prior learning and skills to new concepts.

At the end of a unit of work, teachers assess the children and subject leaders monitor the attainment of all pupils. This information is not only used to inform future planning but it also allows the subject leader to reflect on attainment for all pupils and possible training/resourcing needs across the school.

If a class is found to be working below what is expected, the subject leader will meet with that class teacher to discuss the attainment of the class and, if needed, subject leaders will provide additional support/training for individual teachers and/or purchase new resources. Our assessment and monitoring cycle work together to help us deliver the very best curriculum to our pupils.

The following subjects are taught at Our Lady of Good Help:

- Maths
- Writing (including spelling, punctuation, grammar & handwriting)
- Reading (Read, Write Inc. in EYFS & KS1 - and some children in KS2 - and Active Reading in KS2)
- RE
- Science
- Art & Design
- Computing
- Design & Technology

- Geography
- History
- Music
- PE
- RSHE
- Spanish (KS2)

Pedagogy

Research from the EEF suggests that there are many teaching strategies to best support all children, including SEND. As a school we use the following strategies to support high-quality teaching:

- Scaffolding and Modelling
- Explicit Instruction
- Cognition and Metacognition
- Flexible Grouping
- Technology

Modelling and Scaffolding

This temporary support is used to ensure children can successfully complete tasks but is gradually removed to improve independence. E.G. Modelling effective sentences using great vocabulary, writing frames, partially completed examples, stem sentences and knowledge organisers. In maths, the use of manipulatives helps to scaffold the learning of difficult concepts.

Explicit Instruction

This approach involves direct teacher demonstration of a skill, guided practice time and followed by independent practice. An example of this can be seen in the way we teach maths using Power Maths' mastery approach. Another example can be seen in the teaching of punctuation and grammar when the teacher explains a certain phrase, gives examples of this then allows the children time to practise together before setting them to an independent task based on the same concept.

Cognition and Metacognition

Cognitive strategies are to help children memorise techniques, strategies or methods. E.G. mnemonics in spelling, times table techniques or a method of solving a calculation. *Metacognitive strategies* help pupils plan, monitor and evaluate their learning. They are used during writing, DT projects and when evaluating any success criteria set in a lesson. It is helpful as it helps pupils by chunking up tasks.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. E.G. pre-teaching or collaborative learning.

Technology

We use technology in a variety of ways. It can be used to support the modelling process for teachers, E.G. a visualiser. It can also be used to play games and quizzes which help pupils to revisit learning and provide teachers with good evidence of formative and diagnostic assessment.

We use many other methods to ensure children make progress across the curriculum:

- Explicitly teaching vocabulary
- Expecting children to speak in full sentences
- Effective questioning
- Deliberate practice
- Collaborative learning or presentations to recall key learning

Planning

Using the National Curriculum as a starting point, subject leaders have planned and organised our curriculum to ensure that there is clear progression both within and across year groups, drawing upon the necessary age and stage-related knowledge and skills. Curriculum planning provides us with a route to our desired outcomes but we are not bound by it – opportunities to enhance learning through local events, cross-curricular opportunities and further reading around subjects will be interwoven into our curriculum.

Yearly Subject Overviews for each subject illustrate how new knowledge and skills build on what has been learned before. These also ensure that all teachers understand and know what is needed for our pupils to achieve our agreed and defined end points.

Children's progress is carefully monitored through a thorough cycle of teaching, learning and assessment. Where children are found to need additional support, we have a variety of personalised interventions to ensure that they reach their full potential.

Our teachers are given access to high-quality resources using a range of carefully selected and DfE endorsed schemes:

Phonics, Early Reading and Writing

We use Ruth Miskin's Read, Write Inc. Programme to teach our children how to read and write. Children begin this programme from the moment they begin school life in Reception. They progress through this scheme by rigorously and systematically being taught phonetic code. The lessons use reading books directly linked to the sounds being taught at that time and are supplemented by home reading books for the same and previously taught sounds to ensure that children develop a sense of success and have a positive celebration of reading at home. We use a method of 'keep up not catch up' by identifying children who are falling behind and ensuring that they receive daily 1:1 tuition. Children continue on the scheme beyond the point of successfully passing the DfE Phonics Screening Check so that they develop the necessary fluency skills.

Teachers have full access to all the scheme's resources and planning, enabling teachers to spend more time planning for quality delivery rather than wasting valuable time finding resources to use.

The Write Stuff

Once children have successfully completed the Read, Write Inc. Programme, they progress to The Write Stuff lessons. The approach here is on language development and the use of this language in constructing sentences that are technically accurate and interesting to read. Each unit of work is based around a key text to inspire ideas and that allow children to write at length in a given genre. Children will study a range of fiction, non-fiction and poetry.

Each unit is carefully sequenced to incorporate age-related punctuation and grammar but teachers are trusted to adapt plans for their cohort of children factoring in the range of abilities within a class and the stage of learning they are at.

Power Maths

Children learn through Power Maths from Reception through to Year 6. It is a systematic mastery approach to maths which teaches them through incremental, well-sequenced steps. Planning has been carefully developed by experts to ensure coverage and progression of skills. The children use a range of practical manipulatives to support and challenge them in their learning. Teachers have access to electronic models and images to support lesson delivery as well as independent practice books for children to demonstrate what they have learned. There is a focus on using the correct age and stage appropriate mathematical language with the children and a focus on using full sentences to explain concepts. This all leads to better mathematical understanding and improved reasoning skills.

As a result of the in-depth teacher planning guides and online resources, teachers know what they have to teach, the possible misconceptions that may occur and how to deepen children's understanding. There is also ongoing CPD

available online through the unit videos. Teachers are not expected to produce daily or weekly lesson plans but instead they will have a greater overall view of the medium to long term learning taking place. Teachers also have access to White Rose Hub Premium Resources to help supplement Power Maths lessons in the event of the children requiring further input and practice. These plans and resources are written by the same experts who wrote the Power Maths scheme therefore providing consistency in approach. Power Maths provides great consistency across year groups allowing children to develop concepts and approaches that progress across the curriculum using familiar practical manipulatives. Teachers are trusted to use their professional judgement to address misconceptions, either by returning to a previous year group to teach the previous linked objective, to deepen activities, to practise a skill further during basic skills lessons or to teach lessons more practically/ actively to ensure progress is made. The use of a separate maths jotter and basic skills jotters along with Seesaw provide additional ways for teachers to evidence children's learning.

NCETM Mastering Number

This high-quality resource is used from Reception up to Year 2. It provides our younger children with strategies to embed key number facts, the foundation of strong mathematical skills. It has been developed by the NCETM and their expert knowledge ensures it is progressive.

Opening Worlds (history and geography)

We use the Opening Worlds' Resources (Haringey Council) to deliver our Key Stage 2 primary history and geography curriculum. This offers a structured and rigorous approach to the teaching of substantive knowledge and disciplinary knowledge needed to successfully navigate the national curriculum objectives. This scheme is planned in such a way that it requires children to constantly revisit and reinforce previous learning to ensure that key concepts are embedded in our pupils' long term memory. The history and geography curriculums are interlinked and delivered simultaneously week by week, E.G. Rivers and Ancient Egypt. This enables children to grasp a better understanding of what they are taught. There is a huge focus on the development of subject-specific language and children's tasks are extremely well-structured to allow them the opportunity to practise a subject-specific skill and to be able to explain key concepts.

Because we use such high-quality resources, this allows the teachers the time to focus on teaching the content in a way that is engaging for the children. Where possible, solid links are made between different subjects in a cross-curricular approach, E.G. linked texts in English or Design & Technology projects linked to history or geography topics.

HEP & White Rose (science)

Similar to the Opening Worlds programme of study, written by Haringey Council, HEP science enables children in KS2 to develop their scientific knowledge with an exceptionally well-sequenced curriculum. High-level vocabulary is used and every unit has opportunities built in to develop SC1 skills in investigation.

Children in KS1 develop their scientific skills and knowledge through the White Rose Science programme of study. Teachers expertly adapt the lessons to the needs of their children to ensure all children can access science.

Marking & Feedback

At Our Lady of Good Help, we believe that marking and feedback is integral to advancing pupils' progress and outcomes. An important element of this is to acknowledge the work pupils have done, to value their efforts and achievement, and to celebrate success and progress. The school operates a 'live marking' policy and encourages staff, when possible, to provide immediate in-lesson feedback which enables pupils to respond promptly. Where this isn't possible, teachers will evaluate the learning, provide feedback and tailor future learning to address any misconceptions.

We recognise three principles that underpin what effective marking should be:

- Meaningful

- Motivating
- Manageable

Meaningful

We recognise that marking will vary by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Our teachers are clear about what they are trying to achieve and that they know the best way of achieving it. Therefore, we recognise that the most important person in deciding what is appropriate feedback is the teacher. Feedback can take many forms and doesn't solely rely on written methods.

Motivating

Marking should help to motivate pupils to progress. This may be through a short or detailed written comment, a pre-planned deepening question to further demonstrate understanding or oral feedback. In addition to this, we recognise the value of self and peer assessment. Our pupils are taught and encouraged to check their own work by understanding the success criteria (presented in an age appropriate way) so that they can complete, and assess, their work to the best of their ability.

Manageable

This is crucial to ensure that our teachers have adequate time to plan the appropriate next steps to help the children progress. We do not expect teachers to spend more time on marking than the children do in producing the work. Teachers are expected to 'live mark' during lessons in order to provide timely feedback that children can act upon immediately. This enables teachers to assess learning in a broader sense after lessons in order to adapt future lessons when necessary.

Consistency across the school

To ensure consistency across the school, the following have been agreed:

- Feedback can take the form of spoken feedback or written marking, peer marking and self-assessment.
- The focus of marking is on the quality of feedback and not the quantity.
- Marking must be sensitive to pupil needs and must not "obliterate" pupil's work.
- Teachers will mark work based on carefully chosen success criteria to ensure marking is focused. This success criteria will be highlighted to assess whether the child has met the objectives of the lesson.
- All written feedback must be clear and legible using the school handwriting policy.
- The marking code will be followed (see appendix 1).
- The marking code will be displayed in the learning environment.
- Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges.
- Positive written feedback will be given using 'green for good' and 'pink for think' is used to prompt a child to respond.
- Examples within a child's work will be highlighted in green or pink.
- Student responses are written in purple.

Subject-Specific Marking

Our Marking Mantra: 'Make a Difference'

- Marking must be subject specific & effective;
- feedback should be 'live', responding to the needs of children within a lesson;
- Green for good; pink for think;
- Purple pen for children's responses;
- Teachers must mark the key learning for a lesson, the vocabulary used & some 'nags'

- Children can peer/ self assess to encourage editing
- Marking should be manageable & make a difference - long comments are unnecessary as teacher/ pupil interaction is strongly preferred.

Assessment & Moderation

Teachers use formative assessment on a day-to-day basis to inform daily planning. The use of short quizzes and other retrieval activities assist the children to remember learning and moving this knowledge into their long term memory. Summative assessments for maths, reading and spelling, punctuation and grammar take place termly and the data is collated, analysed and used to inform future planning for classes as well as future policy and CPD as a school. The use of gap analysis grids helps teachers to recognise patterns in understanding and gaps in learning and enables them to target these objectives in the future.

In RE, pupils complete termly written assessments using a specified task set by the Archdiocese, which staff jointly moderate. Formative assessment judgments are made of whether or not children have met the objectives in foundation subjects. These judgments are verified by subject leaders when they monitor their subject.

In foundation subjects, formative assessment is used throughout a unit of work to check children's understanding. They also complete an end of unit independent assessment which is devised to allow each child the opportunity to recall what they can remember from what has been taught.

Monitoring, Reporting & CPD

Together with senior leaders, subject leaders have the opportunity to monitor what is happening in their subject across the school. We use teacher CPD sessions to look at children's books together, ensuring we can see consistency, progression, subject-specific vocabulary and year group specific content. We use these opportunities to develop subject knowledge and give teachers something to work on to further improve.

The use of the endpoint documents created by our subject leaders gives us the opportunity to moderate and see if children have met the suggested endpoints.

Subject leaders are asked to carry out further monitoring of books, lessons and pupil voice surveys throughout the school, getting children to bring their books along to the discussion so that they can more easily recall learning and explain what they remember and what they found interesting etc.

Subject leaders are expected to write an end of year report to governors detailing the progress that has been made in their subject during that academic year.

CPD needs are identified through these processes and opportunities are sought for individuals or as a collective staff team. As a school, we are part of the Fiveways Alliance, NW3 Maths Hub and SiL, all of which provide us with frequent opportunities to develop as professionals. As a school, we are always trying to build subject knowledge and enable teachers to further their careers by identifying individuals and signposting them towards national qualifications such as the NPQ programmes.

Spiritual, moral, social and cultural development

At OLGH, we recognise that education is about more than academic results. We work hard to establish opportunities for children to gain new skills, talents and interests. We have a planned-out extra-curricular programme which incorporates not only sport but a range of other subjects too.

Alongside this, we have a plan for educational visits which takes account of local opportunities, curriculum links and

religious visits as well as visits to school from a range of authors, illustrators, emergency services and other professionals.

We ensure our children are able to take part in a range of inter-school competitions through the LFC Foundation, LSSP and our links with other local schools.

The Catholic Life of the school is planned by our RE Lead and is encapsulated by our mission statement

1. Live Wisely - about creation, protecting God's beautiful world, nature & the environment.
2. Think Deeply - about one's own relationship with God and other people - connecting with each other and switching off from technology to do so.
3. Love Generously - about inclusion and connecting with the wider world - welcoming others from all walks of life.

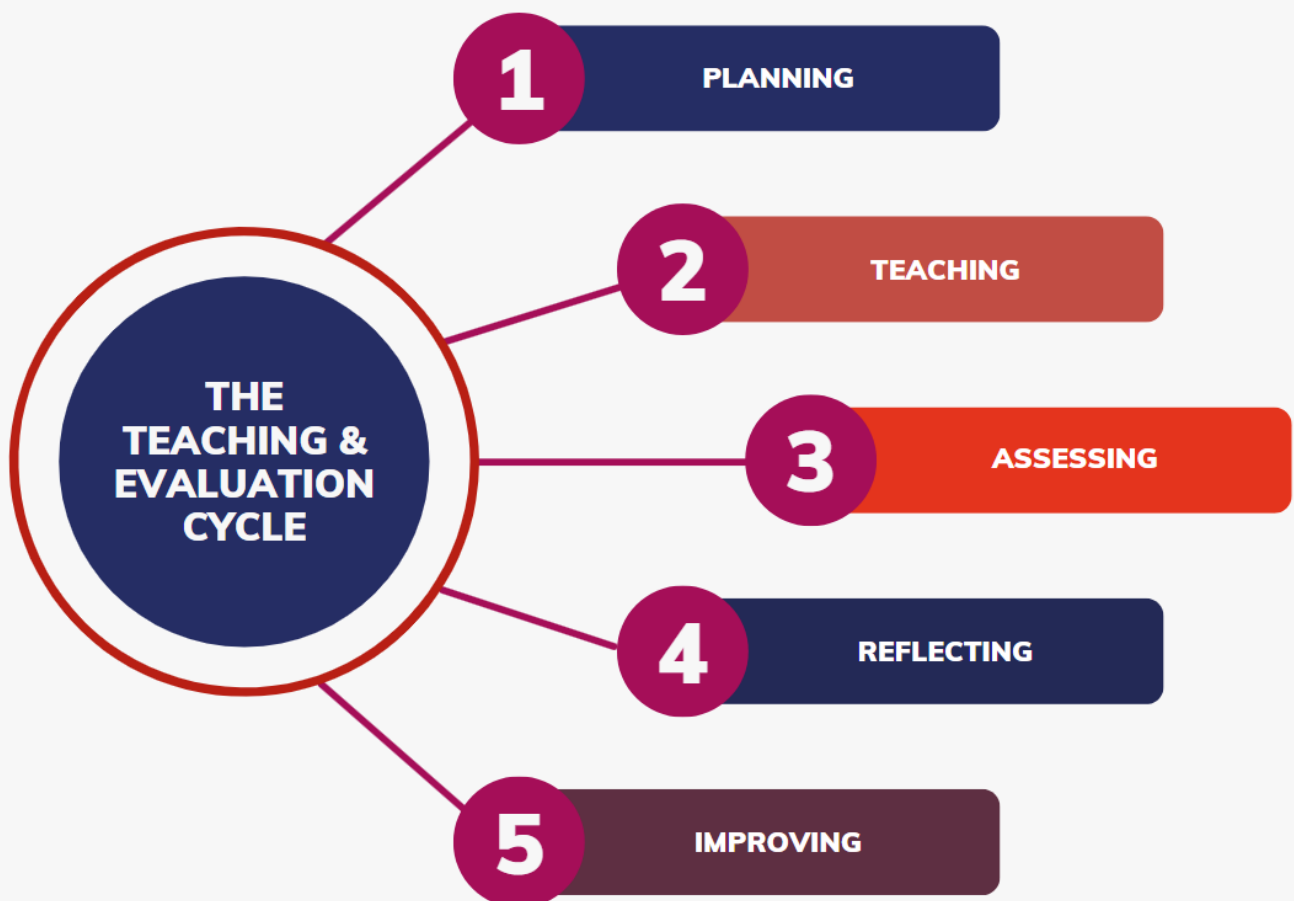
All of this serves to provide children with the opportunities to develop a wider world view and enable them to become the upstanding, confident citizens we hope for.

See our Teaching & Evaluation Cycle below:



Our Lady of Good Help

Catholic Primary School



1

PLANNING

At OLGH, we are a team and, as such, we share our plans with all teachers and subject leaders using our Google Shared Drive so that we can ensure our curriculum is highly organised; sequenced correctly; rigorously taught and assessed; and subject leaders can get a good picture of how their subject is performing across the school.

Below outlines the planning expectations for all teachers:

- Each half-term, teachers complete a half-term overview. It must be written in language that is understood by parents and should be taken directly from the end-point documents produced by each subject leader.
- By Friday of each week, teachers are to upload a weekly overview for the following week. This is a brief summary of the lessons to be taught, e.g. science - magnets - lesson 3; this overview provides structure for the week ahead.
- Teachers are to follow the medium term plans for the foundation subjects; this plan sets out the objectives to be covered, the prior knowledge children should have, the vocabulary to be focused on and the expected end points to be assessed in each unit of work for each subject. Teachers then have further in-depth information via the online schemes and can choose how they use and plan in more detail for those lessons, depending on the needs of their class.
- Teachers are to prepare a medium term plan (half-termly) for maths and English. This will include the main objectives being taught in lessons, maths basic skills objectives each week, reading focus & SPaG objectives taught each week. This enables teachers to ensure there is sufficient time and coherence to their planning for the half term.

Read Write Inc. (Early Reading)

The Read Write Inc. Teaching Process	
When is it taught?	Children are taught at the same time daily in small, stage-specific groups with a RWI trained member of staff for 40 minutes per day.
Planning & Resourcing	Staff follow the RWI daily planning, teaching either on a three or five day timetable. Resources - staff use coloured books corresponding to the level that the children are reading at alongside an exercise book for practising recording sounds and spellings.
Teaching	RWI Teachers follow the RWI planning & teaching cycle to deliver sessions including speed sounds, reading a text and comprehension skills. Learned sounds are continually recapped.
Feedback & Assessment	Staff live mark using a green highlighter to highlight letters formed correctly or 'special friends' that have been previously taught. Staff use a pink highlighter to highlight letters not formed correctly or 'special friends' that are misspelt. Children are encouraged to self-assess by using 'tick or fix'- they tick the sounds that they have spelt correctly and 'fix' by crossing out and re-write sounds that are misspelt. Children are assessed at least every 6 weeks (half-term), earlier if required, by the reading leader or someone else trained to carry out assessments. This consistent approach ensures children are accurately assessed, grouped and taught according to their stage. Year 1 children sit the PSC (phonics screening check) during the summer term, plus any Year 2 children who did not pass during the previous year.

Active Reading (Fluent Readers)

The Active Reading Teaching Process	
When is it taught?	Children are taught at the same time daily in year groups by a teacher for 25-30 minutes per day - at the same time as RWI lessons.
Planning & Resourcing	We have a clear planning and teaching process which we call 'Active Reading'.

	<p>Children are given a new text each Monday and each day they are exposed to different skills:</p> <ul style="list-style-type: none"> • Monday - summarising • Tuesday - explaining words in context • Wednesday - retrieving information from the text • Thursday - inference skills <p>Staff plan sessions using a weekly PowerPoint structure that must be uploaded to the shared G-Drive. Key questions and WAGOLL responses are pre-planned and shared with the children throughout the lesson.</p> <p>Work is recorded in A4-sized pink exercise books.</p>
Teaching	<p>Our well-developed and successful whole-school consistent approach enables children to understand what they have read and to be able to answer a range of questions confidently.</p> <p>Staff expose children to fiction, non-fiction and poetry on a 3-week cycle using high-quality extracts/texts. The focus of these sessions is for children to engage actively in:</p> <ol style="list-style-type: none"> 1. Reading (fluency); 2. Deep discussion and questioning (devised and drawn out by the teacher); 3. Answering questions designed to be recorded in different ways dependent on the type of question. <p>Teachers use a range of scaffolding techniques during each phase of the lesson to ensure all children can access the learning, such as: choral reading, sentence stems and partner talk.</p>
Feedback & Assessment	<p>Staff live mark using a green or pink highlighter to highlight answers to direct children during the feedback process.</p> <p>Children are encouraged to self-assess by using 'tick or fix'- much like RWI lessons - when answers are reviewed using a purple pen. Staff encourage children to share their answers with the class and teachers demonstrate how to 'up-level' answers (polishing answers).</p> <p>Teachers are not expected to mark these books after the lessons but rather aim to assess understanding throughout the session.</p> <p>Summative Assessments are used termly to track children's standardised scores and monitor their progress.</p>

Writing

The Writing Teaching Process	
When is it taught?	Children are taught at the same time daily in year groups by their teacher for approximately 1 hour per day after phonics and reading lessons.
Planning & Resourcing	<p>In EYFS & Year 1, teachers plan using the Talk for Writing approach developed by Pie Corbett.</p> <p>In Year 2 & KS2, teachers are guided by the Write Stuff unit plans and texts to deliver daily lessons that build up to a piece of independent writing.</p> <p>All teachers must adapt the plans to suit the needs of their class and individual children.</p> <p>These high-quality books have been planned out in a yearly overview to ensure progression. Work is recorded in A4-sized yellow exercise books.</p>
Teaching	<p><u>Talk for Writing</u></p> <p>This approach emphasises the importance of building language alongside speaking and listening opportunities. Teachers plan and teach the 'imitation phase', the 'innovation phase' and the 'independent application' phase using an engaging book, appropriate for the age and stage of the children.</p> <p><u>The Write Stuff</u></p> <p>Teachers use sentence stacking lessons to hone pupils skills in sentence structure and language development as well as grammar and punctuation techniques. Alongside this, they build in experience days, which are used for practical opportunities and to enable children to engage with the text and develop an understanding of it.</p>
Feedback & Assessment	<p>Staff live mark using a green or pink highlighter to highlight answers to direct children during the feedback process. Teachers use verbal feedback to explain to children how they could improve.</p> <p>Teachers model work on the IWB by using the visualiser to highlight great work or generate discussion as to how a piece of work could be improved.</p> <p>Children are encouraged to self-assess by using 'tick or fix' when sentences are reviewed using a purple pen. Staff encourage children to share their answers with the class and teachers demonstrate how to 'up-level' answers (polishing answers).</p> <p>Independent writing is teacher assessed and moderated on a termly basis in school through teacher collaboration and professional discussions. Staff meeting time is set</p>

aside to ensure judgements are accurate. Teachers also have the opportunity to take part in moderation meetings via the 5 Ways Alliance.

Maths

The Power Maths Teaching Process

When is it taught?	Power Maths is taught daily after Maths Basic Skills lessons (inc. arithmetic) for approximately 55 minutes.
Planning & Resourcing	<p>Teachers plan for the high-quality online planning documents. There is a yearly overview to map out the coverage each term.</p> <p>They are provided with short training videos to enable them to understand each unit, what the misconceptions could be and how to deepen the learning.</p> <p>Lessons are supplemented with online teaching tools via the Active Learn website to model using the IWB with a range of manipulatives.</p> <p>Jottings during partner/ class discussion is recorded in the A5-sized blue, squared exercise book used for Maths Basic Skills. Independent Practice is recorded in the Power Maths Practice Books.</p>
Teaching	<p>Power Maths lessons are broken up into 5 phases:</p> <ol style="list-style-type: none"> 1. Discover 2. Share 3. Think Together 4. Challenge 5. Practice <p>Teachers expertly draw out children's understanding through modelling and questioning. The use of manipulatives enhances the learning by scaffolding or challenging children to think further.</p> <p>Children should be encouraged to use partner talk and whole class discussion before completing the practice books.</p>
Feedback & Assessment	<p>Staff live mark using a green or pink highlighter to highlight answers to direct children during the feedback process. Teachers use verbal feedback to explain to children how they could improve.</p> <p>Teachers model work on the IWB by using the visualiser to highlight great work or generate discussion as to how a piece of work could be improved.</p>

	<p>Children are encouraged to self-assess by using 'tick or fix' when sentences are reviewed using a purple pen. Staff encourage children to share their answers with the class and teachers demonstrate how to 'up-level' answers (polishing answers).</p> <p>Summative Assessments are used termly to track children's standardised scores and monitor their progress.</p>
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The Maths Basic Skills Teaching Process	
When is it taught?	Maths Basic Skills is taught daily before Power Maths lessons (inc. arithmetic) for approximately 25 minutes.
Planning & Resourcing	<p>In EYFS & KS1, teachers use the high-quality 'Mastering Number' scheme from the NCETM. Alongside this, teachers plan for children to learn to form numbers correctly, count in different steps and be able to apply their knowledge to arithmetic calculations.</p> <p>In KS2, teachers plan a range of activities to secure children's knowledge of times tables, counting in different steps and applying taught techniques to arithmetic practice. This practice enables children to develop great fluency in the four operations alongside more complex calculations as they progress through the key stage.</p> <p>The objectives which must be covered in each year group are clearly set out in yearly overview documentation.</p> <p>Teachers can access a range of resources from Mastering Number, power maths, white rose, I See Reasoning etc. Work is recorded in A5-sized blue, squared exercise books.</p>
Teaching	<p>Y2 must secure their knowledge of X2, X5 & X10 times tables.</p> <p>Y3 must build upon this and secure their knowledge of X3, X4 & X8 times tables.</p> <p>Y4 Must build upon this by learning all other times tables: X6, X7, X9, X11 & X12.</p> <p>Teachers should model written strategies as well as develop mental strategies to build fluency in number.</p> <p>To add challenge, teachers can use the Power Ups via the Active Learn website which link to Power Maths lessons to deepen children's thinking.</p>
Feedback & Assessment	Children are expected to 'tick and fix' their own work during these sessions using a purple pen.

	Every other Wednesday, children are assessed using a 'half test'; this test is marked together and common misconceptions are discussed in detail. Teachers should keep records of these test scores to be able to monitor progress.
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All Other Subjects

Below is a table outlining how each subject is planned for and how often it is taught each week:

Subjects, Schemes & Timings		
Subject	Scheme	Weekly Allocation (at least)
RE	R.E.D. (EYFS) & Come and See (KS1 & KS2)	2 - 2.5 hours per week
Spelling	Read Write Inc. (Y2-Y6)	15 minutes x 4 per week
Science	White Rose Science (KS1) & HEP (KS2)	1.5 hours per week
PE	PE Passport	2 hours per week
Geography	Teacher planned (KS1) & Opening Worlds (KS2)	1 hour per week
History	Teacher planned (KS1) & Opening Worlds (KS2)	1 hour per week
Computing	MGL	1 hour per week
Music	Kapow	40 mins per week
Art	Kapow	40 mins per week
DT	Kapow	40 mins per week
RSHE	Kapow & Journey in Love	40 mins per week
Spanish (KS2 only)	Specialist Teacher from SiL	30 mins per week

3

ASSESSING

Formative Assessment

Teachers will continually assess children's understanding within units of work and provide opportunities for retrieval of this knowledge.

In foundation subjects, children will work towards end points in each unit and these will be collated for subject leaders to track progress via a simple tracking system.

Summative Assessments

At the end of each term, children will complete summative assessments in reading, SPAG and maths. These results will be converted into standardised scores and are then used to track their progress over time. They are also used to identify children requiring further support.

These results are recorded on Google Sheets and the Assessment Lead transfers this information to INSIGHT Tracking.

QLAs are completed to provide teachers with information regarding which questions were well answered and which weren't and identifying questions which children as a whole struggled with that may require further teaching time.

4

REFLECTING

At OLGH, teachers and subject leaders are expected to be reflective, always seeking to improve. Have lessons gone well? What could be improved to deliver a better learning opportunity? Have children retained the knowledge?

At the end of each term, teachers hold pupil progress reviews with senior leaders to discuss trends and to identify target pupils as well as to highlight positives and areas to work on. Alongside this reflection, subject leaders collate assessment data and look at ways to improve. This takes the form of:

- Discussions with teachers
- Discussion with pupils
- Strategy meetings with SLT
- Reporting to governors

Staff meeting time is provided for teachers to share their class's work and to reflect on what is working well and things which could be refined.

5

IMPROVING

Following the reflection process, the information generated is then circulated to all teaching staff and is used to RAG rate action plans and set new action plan targets for each subject area.

These must be reported back to the HT to inform the overall School Development Plan.