



TEACHING AND LEARNING POLICY (Including Home Learning and Presentation Policy)

Responsibility for Document:

HEADTEACHER/SLT/ All Staff

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INTRODUCTION

This policy is to be read in conjunction with the Vision Statement, SEND Policy, Assessment, Marking & Feedback Policy, Positive Behaviour Policy, Curriculum Policy, Child Protection Policy, Safeguarding Policy and Equality Policy.

Denmead Junior School's Definition of Learning:

We define learning as:

- gaining new knowledge and developing skills
- applying this knowledge and skills to new areas of learning to meet or exceed ARE
- developing understanding of key concepts
- connecting ideas and concepts across subjects and topics
- being inspired to question, investigate, reflect and communicate

Aims

The aim of the policy is to outline the school's approach to teaching and learning. It is designed to act as a reference point for existing and new staff whilst also giving clear guidance on the school's approach to teaching and learning to a wider audience, particularly parents and carers. It is to support teachers to improve the quality of teaching and learning throughout the school and as a result create a climate where all pupils learn, make at least expected progress and thrive.



We aim to raise the quality of learning by focusing on:

- **achieving meaningful and sustained pupil progress** through effective teaching, assessment and feedback throughout school
- creating an environment where teachers **have consistently high expectations of all pupils**
- **improving the quality and consistency of classroom teaching** with a structured CPD framework and effective development tools, across the curriculum
- **creating classroom environments** where pupils acquire the knowledge, skills and attitudes that encourage the development of a range of relevant learning behaviours
- **fostering a highly skilled, reflective teaching community** which emphasises the importance of professional dialogue in personal development
- **achieving CPD that promotes reflection, self-assessment and analysis** by all staff, based on current research and best practice
- supporting and enabling those who **lead professional learning** for others, to recognise the importance of time to evaluate and reflect
- **better understanding all pupils' learning needs**, including those with disabilities, special educational needs and those for whom pupil premium provides support, and ensuring they have what they need to learn effectively
- producing and using evidence that can inform pedagogy and curriculum and **raise attainment of all groups of pupils**
- Fostering a clear climate where pupil's **learning behaviours** are developed and embedded over time.

What does good Teaching and Learning look like at DJS?

These are the key questions that underpin our Teaching and Learning Policy.

Intent: What do I intend them to learn?

- Is there a coherent learning journey?
- Planning
 - Is it adjusted to meet the needs of all learners?
 - Does it take into consideration prior assessment?
 - Does it promote learning behaviours and a love of learning?
 - Is it appropriately ambitious?

Implementation: How did the teaching & learning manifest itself?

Lesson:

- Was the lesson organised and structured to maximise learning opportunities?
- Was the learning objective clear?
- Did the task/s allow pupils to meet the learning objectives?
- Were appropriate resources used to maximise learning?
- Was there clear modelling/exposition?
- Were metacognitive strategies used?
- Were good learning behaviours promoted?
- How did the additional adults impact on the learning/learners?
 - Did they clarify learning?



- Did they facilitate learning?
- Did they support learning behaviours?
- Did they assess?

Impact: What impact did the teaching have on learning and learners?

- Were pupils engaged with the learning?
 - Generally
 - For specific groups
 - Over time
 - At specific times
- Did children achieve the learning objective?
 - Which children didn't and why?
 - Which children exceeded and why?
- How do you know children achieved the learning objective?
 - What was the evidence?
 - What did it tell you?
 - Was it sufficient?
 - Can you see progression over time?
- Are children better learners because of the teaching?
 - What learning behaviours were promoted?
 - Were they the right ones?
 - How did the children behave as learners?

Information: Did the feedback given lead to better outcomes?

- For the teacher – teaching/pedagogy
- For the pupils – learning/learners

The quality of teaching will be measured against the following criteria, but over time, using a range of evidence:

- The progress in learning from almost all of the class is at least good and sustained over time
- High expectations from all adults
- Effective use of AfL that:
 - checks where children are in their learning
 - helps pupils think more deeply and/or more connectedly
 - moves pupils forward in their learning
 - is well timed
- Lesson is clearly and effectively linked to prior learning where appropriate
- The learning objective is clearly visible, understood and appropriate to the age and ability of the children as is clearly linked to the task design
- High quality engagement from almost all learners generated by teachers and other adults and by quality of the task/s



- Where most, if not all, children display high levels of independence and resilience in their response to learning
- Marking and feedback that is specific to the learning, the learner and involves the learner actively and moves the learning forward specifically in a timely manner
- High percentage of lesson time is focussed on pupil activity; characterised by concise and focussed teacher talk to those who need to hear (lessons should have an appropriate pace)
- Pupils engaged in meaningful activity from start to finish
- A good pace and a pitch which is challenging for all; learner focussed variation, differentiation and/or scaffolding where needed which does not cap learning
- Assessment has been used to inform planning and teaching in such a way that effective variation and challenge is clear from the outset, leading to meaningful and sustained progress for most if not all
- Where adult interventions occur, through skilful questioning they ascertain quickly the misconception and then address appropriately leading to understanding, progress and improvement
- Quality plenary that is inclusive and active which draws the learning together in a focussed and concise way



Attachments:

Appendix 1: Teaching Strategies for delivering the Curriculum at DJS

Appendix 2: How do children at DJS learn best

Appendix 3: Plan, Do, Review model of approaching planning, teaching and assessment

Appendix 4: Denmead Defaults: The Denmead Way – a teacher’s crib sheet

Appendix 5: Glossary of Vocabulary

Appendix 6: Home Learning Policy

Appendix 7: Presentation Policy

Appendix 1: Teaching Strategies for delivering the Curriculum at DJS

1.The use of learning targets and success criteria

The use of learning targets and success criteria (steps to success or ingredients for success) help children to understand the focus of the learning for the lesson and how to be successful. They are the *‘tools which enable pupils to exercise power over their own learning’* (S.Clarke, 2008, Active Learning Through Formative Assessment).

In all lessons, children will be made aware of the learning target (LT) at it is shared both verbally and visually. It should be recorded in children’s books at the top of any piece of work.

This in the form of a small pre-printed sheet which has the Learning Target and success criteria clearly written. The success criteria are in table format allowing both the child and the teacher to assess the success of a piece of work against the criteria. PE does not require printed LT and SC.

Learning targets and steps to success should always be written in child-friendly language so that they can easily be understood by all. They should also be de-contextualised i.e. focus on the **learning** not the task or specific context e.g. ‘To write a diary entry’ *not* ‘To write a diary entry as if we were Anne Frank’.

The learning target is supported in each lesson by a set of success criteria (sometimes referred to as ‘Steps to Success’ or Ingredients for Success). The success criteria refine the learning target by either giving a clear list of steps that a child needs to take in order to be successful (process success criteria) or by giving a set of possible ingredients that the child may choose to include in their work to help them achieve the learning target (outcome success criteria). (Please refer to the Inset materials on success criteria November 2014.) Teachers may differentiate the success criteria for different groups of children so that all children are stretched and supported by the criteria. It is important that the differentiation of the success criteria does not limit any groups of children.

Teachers will refer back to the learning target and success criteria throughout the lesson and during learning reviews (mini plenaries) to revise what the children have learnt, where they have been successful and what they might learn next to continue the learning journey. This helps to keep the focus on the learning rather than just the tasks and also empowers children to take control of their own learning which has a positive impact on their learning behaviours.

Children need to be supported to understand why they are learning what they are learning. Links within topics to other subjects and lessons and to real life relevance should be made explicitly for the children.

2. Use of WAGOLs (What A Good One Looks Like)

Seeing examples of excellence helps children to understand what they need to include in their work to be successful. Children can use WAGOLs to help them understand what is expected of them and what excellence looks like. WAGOLs can be generated through the use of the children’s work in the lesson and from previous lessons or having pre-prepared examples. Children should be taught to



analyse and unpick WAGOLs so that they can identify what makes a piece of work effective or successful.

When using children's work, teachers should be sensitive to the feelings of the child whose work is on show, particularly if the group are going to be suggesting improvements. Analysing children's work in this way is dependent on the teacher having created a culture of trust in the classroom where everyone is working together to help each other improve.

Often teachers will generate their own WAGOLs so that children have a clear example of excellence to aspire to. This is particularly the case in writing where children need to have high quality models of writing shown to them to 'upscale' their writing.

In addition, 'What a Bad One Looks Like' (WABOLL) can also be used effectively with the children. This would **never be a child's work** but one that the teacher has made up.

3. Metacognition – developing active learners

At DJS we believe that learning is at its best when children are encouraged to be curious, are actively engaged and seek to challenge themselves. The use of metacognition is an effective strategy that continues to be embedded throughout the school. Metacognitive strategies are used to establish and develop proactive life-long learning habits.

Metacognition is developed through a range of strategies that allow children to reflect and then deepen their understanding. These include:

Explicit metacognition lessons that model the process of metacognition

Think, pair and share (talk partners)

Add, Build and Contest

Active listening; self-questioning, self-reflection and metacognitive questioning

Verbalising thinking in all curriculum areas

Learning powers are introduced and explored during PDL /Growth Mindset lessons

"With the advent of talk partners, there is no longer any opportunity for pupils to opt out while the confident few do most of the talking and thinking. Teachers have more time to listen to pupils, noting the level of understanding and addressing misconceptions on the spot." (S. Clarke, 2008, Active Learning Through Formative Assessment)

All children are expected to respond to the teacher's questions and children know that anyone can be called upon to answer. Teacher talk is about modelling thinking and children are given the opportunity, through peer collaboration, to reflect and discuss their own thinking. This ensures that children do not become passive or disengaged learners. The balance of teacher talk and pupil activity is essential to maintain active learning.

We aim to nurture the children's ability to be independent thinkers, learners and problem solvers. Inputs are interactive with the children demonstrating the different learning powers (curiosity,



concentration, resilience, cooperation and self-awareness). Characters are used to represent the learning powers.

Monkey – To be curious

Cat – To concentrate

Salmon – To be resilient

Bees – To co-operate

Chameleon – To continuously self-improve

4. The Use of Learning / Working Walls in English and Maths

At DJS we use learning/working walls in English and Maths. These are working displays that support children's learning in lessons.

In English, the learning/working wall helps the children to understand how the lesson fits into the bigger picture by showing them the 'learning journey' for the unit of work in. The learning journey shows the different stages of learning the children progress through during a unit of work, usually this takes the forms of the key learning targets for the unit and the outcomes along the way, including the final outcome.

In Maths, the working wall will include methods and examples of 'how to...' related to the current topic. At DJS we use heuristics as a problem solving approach and classes should have the heuristics 'tool box' on display to support children when solving problems. 5 key questions are also displayed and used to deepen children's mathematical understanding.

The working / learning wall also contains visual reminders and models to support children's learning i.e. if a teacher has modelled or demonstrated a concept to the children in a lesson, this can be added to the wall for reference. The walls will also contain key vocabulary that the children learn as they work through the unit and examples of high quality pieces of work (WAGOLLs).

Working walls are designed to be interactive. Items go on and off the board on a frequent basis i.e. modelled examples from the flipchart, visualise or whiteboard. The work on the working wall is not mounted or 'beautifully displayed' as it is constantly changing and evolving.

5. Feedback to pupils

'When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.' (Hattie, 2009, 'Visible Learning')

Feedback to pupils can take a number of forms i.e. teacher to pupils, pupils to pupils and pupils to teacher. The most effective feedback teachers give pupils occurs during the lesson itself, because this is at the point of learning.

'The aim is to provide feedback that is 'just in time', just for me', 'just for where I am in my learning process' and 'just what I need to help me move forward.' (Hattie 2012, 'Visible Learning for Teachers')



During lesson time, verbal whole-class feedback is given i.e. the teacher giving pupils feedback on a general misconception following a task at the beginning of the lesson, or celebrating success. Feedback is also given during the lesson to individuals which will allow them to address a misconception, work on a specific target or move their thinking on. Children are required to respond to feedback.

Feedback is most effective when there is error or incomplete knowledge or understanding and at Denmead Junior School mistakes are not seen as embarrassing or a sign of failure. Our feedback to children will always use the language of 'Growth Mindsets' – please refer to our Marking and Feedback Policy.

Feedback is also given in the form of marking. The school has developed a marking policy which gives clear guidance on this area and the school has an expectation that all children will respond to marking by correcting errors, improving work, and practising key skills. Children receive the 'Feedback Fox Award' for showing that they have acted upon the feedback given by the teacher. This is a weekly award, chosen by the class teacher of each class.

6. Promotion of the DJS Learning Skills and Values

As part of the school's vision statement, we have identified, along with parents, governors and children the need to build children's understanding of, and skills in, these key learning behaviours:

- Resilience- this incorporates the 'feeling' or emotional aspects of learning skills
- Reciprocity – this incorporates the 'relating' or social aspects of learning skills
- Resourcefulness – this incorporates the 'thinking' or cognitive aspects of learning skills
- Reflectiveness – this incorporates the 'managing' or strategic aspects of learning skills

All staff therefore need to incorporate these into their teaching along with our learning Values of Friendship, Understanding, and PRIDE = Positivity, Respect, Inspiration, Determination and Excellence. Each month a value is focused upon. The class teacher chooses, with support from the class, who should receive the weekly PRIDE award and why.

7. Intervening and Having Impact on Learning

For teaching and learning to be outstanding, teachers must 'systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning'. (Ofsted July 2014)

During lessons, whilst teacher may sometimes have a focus group, they will also monitor the progress of all pupils. This is achieved by teachers and LSAs taking time to read and look at children's work with them, asking them questions and listening to conversations.

Teachers look for opportunities to address misconceptions with children or try to challenge children's thinking to improve the quality of their work i.e. "Think of a better word to describe the house than the one you have used?" "Re-write that sentence but this time..." This way, teachers are



constantly challenging pupils to improve their work in a specific, constructive and supportive manner.

8. Split Teaching/Cut Away Groups

At DJS because every second of every lesson counts for every child, teachers will often use the following teaching and learning strategies:

Split Teaching

This is almost the opposite of whole class teaching. Fluid group of children are taught by both the Class Teacher (CT) and the Learning Support Assistant (LSA) by 'split teaching'. Groups of children will begin the lesson with an independent task e.g. a challenge or follow up from the previous lesson. In the meantime, there are groups working with the class teacher and another with the LSA. Once the groups with adults have received their input then they work independently whilst the CT and LSA move on to check the first groups and then give them their input. The lesson continues with groups receiving teaching and instruction from the adults, with periods of independent work (often checking their answers e.g. through the use of honesty cards) and reviews with the class teacher or LSA.

Not all children need the same input at the start of the lesson and so teachers will let one group start their work independently whilst giving an input to another group or the rest of the class. This ensures that children are not sat through inputs that are not relevant to them and therefore not wasting time.

Alternatively, one group may work as a group with an LSA. This might be to address a common misconception that the teacher has identified amongst the group or to deepen learning by taking them on to the next challenge. It enables pupils to begin their learning at the appropriate point and allows teaching to be specifically focused to the needs of the group or individual.

Alternatively, the teacher may decide to work with this group whilst others work independently or with the LSA. Teachers will achieve a balance between working with this group and supporting and monitoring the progress of other children in the class. Often this means that the teacher will work with a group for around five minutes before supporting the progress of the other children in the class and then return back to the group.

The groups are fluid and will change based on the children's needs rather than being a fixed group of pupils. The teacher and LSA will use Assessment For Learning (AFL – or Feedback as Assessment) during the lesson to assess learning and progress and may decide to reshape the lesson by asking a group to come to the carpet or to a specific table to support or extend learning.

In this way all children receive specific teaching that directly meets their needs from an adult along with specific and immediate feedback during the lesson.

Cutaway 'children'

At any point in a group teaching situation, by either the teacher or LSA, a child who has 'proved it' i.e. they can achieve the learning will then be 'cutaway' from the group to begin independent work.



9. Teacher Questioning

Effective teacher questions support learning in a variety of ways e.g.

- By encouraging children to articulate their thought process out loud i.e. questions such as “How do you know that?” “Why do you think that?” “Can you explain what you did to get that?”
- Challenging children to extend their understanding or think in a different way i.e. “How else could you do that?” “Could there be a better way?” “What if...?”
- To stimulate thinking i.e. “What is the same?” “What is different?” “Can you see a pattern?” “What do you think comes next?”
- To assess knowledge and understanding i.e. “What have you discovered?” “How did you find that out?” “Why do you think that?” “What made you decide to do it that way?”
- In Maths we are promoting the following questions:
 - What is the same and what is different?
 - Which is harder and which is easier?
 - Can you show me an example of.... and another... and another?
 - What if I change.....?
 - If I know....what else do I know?

Effective questions help teachers to get feedback from children during the lesson about their current level of understanding and any misconceptions that they might have. Effective teachers listen carefully to the responses children give and react accordingly.

When asking pupils questions it is important to allow for ‘wait-time’. Giving children time to respond usually improves the quality of the answer as it allows them to consider the question and formulate a response. The use of talk partners can again be effective here and gives children the opportunity to explore their answers with a partner before responding.

Open-ended versus closed questions

We use both types of question in the classroom depending on the purpose of the question. If a teacher wants to quickly check whether or not children have understood the task or a simple procedure / factual understanding then a closed question might be appropriate. However, open-ended questions are more effective in getting children to think more deeply about their learning.

Whole-class versus small group or 1:1 questioning

Again, both of these strategies can be used to support learning in the classroom. Teachers should be aware of the potential pitfalls of whole-class questioning i.e. the other children becoming disengaged as the teacher and one child interact. We use a range of strategies to avoid this to ensure all children are actively engaged. These are some strategies that could be used:

- Whole-class response systems i.e. mini-whiteboards
- Response / Talk Partners (see above)
- Targetted questions to specific pupils
- ‘Add/Build/Contest’ – children respond to a teacher’s question or child’s question – either ‘offering or adding an idea/suggestion’ – this is accompanied by a hand signal – palm open

and facing upwards; building on the teacher or child's idea – the accompanying hand signal is two hands indicating the top and bottom sides of a brick; or contest where the child disagrees with the idea – the accompanying hand signal is two fists. This encourages all children to listen to everyone and to form their own opinions and responses

- At DJS we want children to listen equally intently to each other as well as to adults. We use the phrase 'track me' to get children to look at the teacher, and we also ask children to e.g. 'track ...name of child' so that they also look at the child who is talking. (We also use the phrase 'link and listen' as a command for all children to put pens down etc, link their hands and listen.)

Small group or 1:1 questions can also be highly effective and allow teachers to tailor questions to meet the needs of specific learners or groups of learners.

Questions should be asked throughout lessons not just at certain points i.e. during inputs.

Teachers must have high expectations of children's verbal responses, providing them with scaffolded support to help them articulate their thinking. Children are therefore encouraged to speak in whole sentences; and to expand their answers by providing reasoning/explanation and evidence (PEE – point, evidence, explain).

10. Challenge

Challenge at DJS means developing higher order thinking skills and knowledge –without limits. We want children to recognise that challenge is essential to learning (regardless of ability), that challenge is everywhere and that it needs to be embraced. Children need to understand that learning requires effort and a 'growth mindset'. When challenged, children are no longer in their 'comfort zone' and so they need to develop the strength of character and mindset in order to welcome challenge in the present and the future. This is explored in PDL lessons and through the learning powers (metacognitive behaviours).

We have high expectations of all children and expect all children to achieve well. When planning learning activities teachers ensure all children are challenged appropriately. This ensures that children remain engaged and motivated. With the new curriculum the main way we do this is by setting up tasks which enable children to deepen their knowledge, skills and understanding through demanding applications, rather than moving them on to new learning. All children's learning should be supported by appropriate resources and/or support.

We use a range of strategies to challenge and meet learners' needs:

- **Split teaching and 'cutaway' children** – so children receive the teaching that they need
- **Pre-teaching and surgery sessions**
- **Different levels of support/task structure/scaffolding/concrete resources** – At times children will be working on similar tasks but some groups will have additional support or structure to help them access the task i.e. additional prompts / resources to help them with the task. At times, this may take the form of additional adult support.
- **Different tasks including open ended tasks** – On occasion, within lessons different groups of children may be working on different tasks based on their needs.

- **Learning Reviews (Mini-plenaries)** – Throughout the lessons, teachers monitor the progress of all children and may lead mini-plenaries with groups of children to address common misconceptions or to take the learning onto the next level. Learning reviews are also an opportunity to reflect on learning so far against given success criteria.
- **Fluid grouping and planning** – During lessons and units of work, teachers may re-group children based on how their learning is progressing i.e. if a child is making particularly good progress they may be moved to work with another group or given the next challenge whereas as a child who needs extra support with a certain concept may join another group of pupils who are having similar difficulties. This allows the teacher to ensure that they are constantly challenging and supporting children at the appropriate level.
- **Metacognition** (see number 3)
- **Questioning** (see number 9)

11. The role of additional adults (LSAs - Learning Support Assistants)

In some classes there are additional adults in a lesson to support the learning of pupils. LSAs play a vital role in supporting the learning of pupils. To be effective it is important that:

- They understand the learning objective and how it can be best facilitated
- They know what their role is in the lesson i.e. which children they are supporting and how they are expected to support them.
- Children do not become over-reliant on adults – they are there to help children access the learning and challenge, not to do the work for them. It is important that all children are able to work independently.
- During whole-class inputs LSAs have a clear role and are not just sat watching the teacher. This could include supporting specific children, helping specific children to focus on the input, running a separate ‘split-teaching’ group as directed by the teacher or making written assessment notes for the teacher based on children’s responses.
- LSAs use effective questions in the same way as teachers (see above)
- LSAs annotate or mark work and give feedback to children.
- LSAs give feedback to teachers during the lesson so they can adapt lessons to ensure all pupils make good progress.

12. The Learning Environment

The emotional learning environment:

Is as important as the physical one. Teachers, other adults and children must create an environment which is safe and calm and where children feel valued, trusted and respected. Children should be encouraged to challenge themselves, and take risks with their learning so that they make errors, thereby allowing teachers to identify this learning point and teach it directly. Please refer to Appendix 1: how do children at DJS learn best.

Because DJS’s community does not reflect the typical communities in Britain today it is even more important “that resources and teaching strategies reflect and value the diversity of pupils’



experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.” *Ofsted Outstanding September 2015.*

It is important that teachers ensure that “they are quick to challenge stereotypes and the use of derogatory language in lessons and around the school.” *Ofsted Outstanding September 2015.*

The physical learning environment:

We believe that it is important to provide a stimulating and organised learning environment to promote learning. Children and adults should all take pride in the learning environments throughout the school. In practice, this means that:

- Classrooms should be kept organised and tidy. Adults role model and encourage children to take a pride in their classroom e.g. by looking after resources, putting things away, having a tidy book corner and picking up litter
- Resources across the school and in classrooms should be well organised and labelled and very easy for the children to access (ideally on their tables)
- Each child has an AFL pack (Assessment for Learning) pack which they are responsible for which includes key resources e.g. mini white board, board rubber, post it notes, etc.
- There should be vibrant interactive topic/subject displays with higher order questions both in communal areas and there could be similar displays in classrooms.
- Every classroom has Maths and English working walls
- Each classroom should have a reading display explaining the new reading skills with the National Curriculum, and a book area which helps reinforce a love of reading
- There could be displays inside classrooms which celebrates children’s work
- Key vocabulary should be displayed e.g. tricky words, topic vocabulary
- Metacognition language along with “the pit” should be on display
- Learning Powers should be on display

12. Formative Assessment

Formative assessment underpins the learning experience.

Being ‘learner centred’ starts with the recognition that learners always know something about some aspects of the matter to be learned. The ‘something’ will of course be partial. It might be ill-conceived or totally wrong. The fact is that, whatever is known by the student, it is their inevitable starting point, which could be a firm foundation for new learning or a remorseless point of confusion. **The best teachers will find this starting point, correct it if necessary or accommodate it into their teaching.**

In practice, teachers need a toolkit of rapid diagnostic techniques to establish pupils’ initial understandings of concepts and skills to be learned.



Teaching & Learning Policy

Inspiring Curiosity, Building Success

Have the skills necessary for learning

Resilience: noticing, perseverance, managing distractions, absorption, *stamina*
Reciprocity: imitation, inter-dependence, empathy and listening, collaboration
Resourcefulness: questioning, capitalising, making links, reasoning, imagining
Reflectiveness: planning, meta-learning, distilling, revising

Have the learning values of:

Understanding & friendship, with
PRIDE: Positivity, Respect, Inspiration, Determination, Excellence

Have the desire to learn

Interested, motivated, focused; engaged, inspired, curious
Want to reach the next step; Growth mind-set; PRIDE and belief in themselves. Understand the reason for learning; learning has purpose related to the real world

Appendix 2:

How do children at DJS learn best?

Through the school's Teaching and Learning and Behaviour Policies

In a lesson pupils have the opportunity to:

- Be challenged at the right level
- Make rapid progress
- Undertake a mini-assessment which will inform the teacher's planning for the rest of the unit
- Discuss ideas, hear ideas of others, have a go, practice
- Ask questions, get feedback
- See 'what a good one looks like'
- Know the ingredients for success or steps to success (success criteria) and what they look like
- Have an element of choice
- Be reflective
- Process thoughts about my learning - metacognition
- Prove what they have learned, master their skills
- Check answers after doing a few questions
- Collaborate with peers in small groups or pairs
- Teach others
- Know how this learning fits in with the learning journey; know the purpose of this learning, and how to apply it
- Learn in a variety of ways; Visualise my achievements
- Access memorable learning

The Emotional Learning Environment

The environment is safe and calm
Pupils feel valued and trusted (respect)
There is often a learning buzz, stimulating and purposeful atmosphere where no time is wasted
Pupils can learn independently and make decisions about their own learning
Pupils know that positive, encouraging support is there from the CT, LSA and other children
It is fun; pupils can talk to others about what they are learning
It is safe to take risks with learning and make mistakes because it is valued as a learning opportunity
All adults role model good learning attitudes in everything they do and say
All adults have excellent subject knowledge and can explain how errors can be turned around
Adults take responsibility for their CPD to improve their subject knowledge and how they can support learning
Adults use questions and explanations skilfully to support pupils to make progress
Adults know pupils well in order to meet needs
Pupils can be honest about their strengths and areas to develop
Pupils can be honest about others strengths and areas to develop
Pupils get the right support at the right time

The Physical Learning Environment:

Pupils know support is there from resources on the tables, in their book and on the classroom walls
Pupils know how to use that support
Pupils can observe 'what a good one looks like' (see examples of excellence)
The environment is up to date (with relevant/new displays)



Subject Knowledge and Understanding

There is developmental progression for each core aspect in English and Mathematics which informs planning for all groups of learners including SEND and Disadvantaged. Teachers adapt their lessons as a result of ongoing assessment and good subject knowledge.

Knowledge of English and maths is secure, enabling teachers to embed literacy and numeracy across the curriculum.

Teachers are able to plan for point of instruction and point of application using secure subject knowledge.

Teachers use a variety of ways to enable children to demonstrate their learning and through good subject knowledge identify next steps through target setting and feedback.

Through strong subject knowledge teachers have appropriately high expectations for all groups of pupils.

Teachers have secured a good understanding of the increased expectations of the new curriculum and are on target for the vast majority of pupils to be achieving at age expected by the end of the year.

Assessment for Learning

There are effective systems to assess learning in Maths and English daily.

Teachers effectively question to assess understanding and challenge thinking.

Teachers confidently adapt their lessons in response to ongoing assessment through a range of appropriate strategies.

Written and verbal **feedback is developmental** so that children have ownership and know their next steps.

Teachers and other adults give ongoing focused feedback to different groups of children during the lesson.

Teachers and LSA have a clear understanding of success in learning, misconceptions, and gaps in core skills to inform future lessons. (*sort Novice, Apprentice, Master and Expert against outcomes*)

ANY gaps in core skills and knowledge are highlighted and prioritised for individuals and groups in the planning and then addressed.

The activities are well matched to the learning intention and to the interests of the children and demonstrate learning.

The learning environment supports effective assessment for learning.

Appendix 3: Plan, Do, Review model of approaching

Planning, teaching and assessment.

Evidence Base: learning walks, work sampling, planning scrutiny, pupil conferencing

Planning

Through training, modelling and coaching:

Teachers plan effectively, efficiently and purposefully.

Outcomes for assessment for learning inform planning on a daily basis.

The expected learning for different groups of pupils in the mid (week) and short term (day) are precise.

Learning walls are seen by children as the plan for the learning journey and they know what a good one looks like.

The activities are well matched to the learning intention and to the interests of the children and demonstrate learning.

Planning is a map of learning adapted on the way. (Not activities)

Planning clearly shows the pitch (level) at which different groups are learning.

The developmental feedback to children, assessment for learning, teachers' subject knowledge informs successful planning.

ANY gaps in core skills and knowledge are highlighted and prioritised for individuals and groups in the planning and then addressed.

Targets are identified through AFL and marking and re-enforcement opportunities identified in planning.

Planning a balance between closed and open tasks depending on the purpose of the activity. (links to assessment for learning)

Accurate assessment of where children are in their learning and what they need to learn next in order to make progress: so that the vast majority achieve at age related expectations.

Lesson Delivery

Teachers have a good repertoire of teaching skills to the changing learning dynamics in their classroom.

Adults use different styles and approaches to meet the needs of different groups of children

There is appropriate **challenge** for all children through skilful planning and adaptation during the lesson.

The **pitch of the lesson** is well matched for all groups in children resulting in a **good pace of learning**.

Expectations of the quality and quantity of the work produced results in good productivity.

Explanations are timely and of the length to suit the need at any time during the lesson. Children are clear about the **accountability and responsibility for their**

learning and their next steps in each lesson. Additional adults make a difference to children's learning because planning and the expected outcome are very clear within a given timeframe.

Resources are used appropriately enabling children to make decisions and choices about what they need to enable them to learn successfully.

Teachers create a culture where children are encouraged to take a risk and develop as self-reflective learners as an outcome from whatever the outcome is.

Every lesson counts because all of the time is used to maximise learning.

Scaffolding of learning is paced appropriately to balance risk taking, pupils' ownership and support.

Lessons have the right balance between teaching, practice and application.

Probing questions challenge children's thinking which may then adapt the delivery of the lesson in order to continue the challenge.

The learning environment supports effective lesson delivery.



Appendix 4: Teaching and Learning Policy - Denmead Defaults: The Denmead Way – a teacher's crib sheet

In the lesson: "Use every minute of every lesson for every child, every day"

Denmead Default	What that looks like in a lesson
Whole class teaching only when necessary	Make and keep children aware of where they are on the learning journey – very brief When and if appropriate – one or two groups of children are off working independently or with a LSA Some children may begin working without an input but are monitored by the teacher. This will be based on AFL in the previous lesson.
Active participation - every child answers If whole class teaching then there must be active participation by all children within 5 minutes	Teacher asks a question; children have think time or think/pair/share time; any child is asked; child selected to answer
Children must use the right vocabulary when explaining	Adults must model language required - metacognition Use it in scaffolding Vocabulary must be displayed Opportunities for children to practise using correct vocabulary.
Teachers respond with a question, prompt or thought – to extend children, or to scaffold them (verbal or written); or give feedback	Use questioning to deepen learning See Maths questions Write out the next 2 questions for that child – specific to them (ideally not worksheet based) Use scaffolding strategies if a child is unsure to generate a successful outcome for them Insist on children using the right language/vocabulary Metacognitive questions and response sentence starters.
If children are working in groups	Group size ensures all children are actively engaged with the learning.
Use fluid groupings	Children may have English, Maths and Home seats but you will move them to different tables according to the teaching that you and the LSA need to do in that lesson. Children should be sat in fixed ability groups.
Plan to create specific error (observable and diagnosable), to put children in the 'pit of uncertainty'	Set the task (group) at tables or on the carpet: Use mini white boards Show me Teach it Children to work through an example Prove it independently on white boards then can do it with another example Move them to the table/carpet to work independently
Use honesty cards (i.e. the answers) when appropriate	Children work through 3-5 examples They then stop to check their answers They mark their own They work through any errors with a purple pen Teacher reviews the learning at different points within the learning.



Carry a pen and give feedback and mark as you go	After working with a group, move to another or to targeted children to give them feedback Verbal feedback (VF) is recorded in the books by either the adult or the child. Adults should check back in with the child later in the lesson to ensure the feedback has been addressed. Children should receive a minimum of 2 pieces of verbal feedback each week
Continually assess the needs of the class	Adults to monitor by: observing, listening, questioning, assessing, evaluating, reflecting and giving feedback then address misconceptions there and then (or acknowledge to children when this will be revisited)
Use an example of excellence (a WAGOLL) and collect these from children to use now or later	Share across the year group
Give children quality time with adults in the room	The adult works meaningfully with children i.e. You teach a group You give assessment to another group You teach another group etc.

Assessment as Feedback/AFL in the lesson

Check children's understanding	Mini white boards – show me Then prove it – working independently
Probing questions	In Maths we use the following questions (or variations of them): <ul style="list-style-type: none"> • What is the same and what is different? • Which is harder and which is easier? • Can you show me an example of.... and another... and another? • What if I change.....? • If I know....what else do I know?
Reshaping of tasks	Teacher intervenes with question, challenge, moves child to different group, changes task...
Discussion of learning at different points within the lesson	

Planning for the lesson or sequence of lessons:

Carry out 'mini pre-topic' assessment tasks during lessons	
Plan the intended outcomes for the lesson/unit	
Work backwards to meet where the children are now (according to your mini assessments) – plotting learning targets along the way	
Learning Targets to be in child friendly language	Must be learning and not doing
Success criteria: must support the achievement of the learning target Use steps to success, or ingredients for success depending on task	
Match the needs of every child	
Planning must include vocabulary to be used and understood	
No lesson plan ever withstands the child – be prepared to be flexible and to adapt	
Rehearse lesson in mind – what will be the sticking points – how do you think children will respond?	

Appendix 5: Glossary of vocabulary

Active learning	Where children are fully active in the learning – doing/talking/thinking – the opposite of passive listening
Add/build/contest	A system whereby all children respond to the adult or each other by a hand signal which means that they either want to add something, build on it, or contest it
Assessment for Learning (feedback as assessment)	A variety of methods by which the adult gains information from the children about where they are in their learning; in order to plan the next learning activity so that they move forward in their learning.
Cutaway children/group	When a child has been in a group with the teacher or LSA and they ‘get it’, having proved that they get it – they then cutaway back to independent work
Differentiation	How learning tasks are designed to meet the precise needs of each child, so that they are all challenged in their learning. With the mastery curriculum this means applying knowledge and skills to a range of more complex and demanding challenges so that their learning goes deeper. Children may be provided with more scaffolds or resources in order for them to access the whole class learning.
Fluid groups	Children are grouped for the lesson or next part of the lesson based on their misconceptions/understanding – the opposite of fixed ability groups
Growth Mindsets	The belief that intelligence is something that can be increased through effort – it is not fixed at birth
Guided teaching	Adult supporting a group through a process to allow for a degree of independence with immediate feedback from the adult
High Quality Inclusive Teaching (HQIT) (Wave 1)	Quality First Inclusive Teaching for all pupils including those with SEND (Special Educational Needs and Disabilities). This is the responsibility of all teachers
Check point cards	These contain the answers to questions – usually put around the room for children to check their answers having done 3-5 questions independently
Intervention teaching/programme	A planned series of purposeful sessions delivered to a child or small group of children with similar barriers to learning to enable them to make rapid progress so that they can ‘catch up’ and access daily classroom learning more easily (Wave 2 and 3 teaching)
Learning Journey	A map of the unit of learning in English, Topic or Maths showing the outcomes at the end, along the way, with Learning Targets
Learning Reviews/Mini plenaries	When the teacher or LSA pulls the class/group together to review the learning in order to gain assessment information or to draw attention to ‘tricky bits’ or misconceptions, and to provide extra scaffolding
Learning Target	What the children are learning in a lesson
Link and Listen	Command to interlink your hands and listen
Personalised learning	Learning Journey/Learning/tasks/feedback that is individual to a specific child
Precision teaching	A learning intervention in a very precise area – e.g. learn 5 spelling words – which will probably need over-learning (opportunities for additional practice during the week within school)
Response/talk partners	Children are paired with another to talk to/respond to – can be child sitting next to



	them or set pairs
Scaffolding	Providing just enough support to enable a child to access a task or to develop their understanding – this can be verbal via stepped questioning, or through additional support materials such as sentence starters
Split Teaching	Fluid group of children are taught by both the class teacher and the LSA whilst other groups work independently before/after their input from the teacher or the LSA
Success Criteria	Process success criteria – the steps that the children need to make in order to achieve the Learning Target Outcome success criteria – the features of success in the final outcome – e.g. the effect on the reader of a piece of writing
Teacher intervention	Addressing a misconception that has arisen in the lesson with an individual or group – via additional explanation or task
Think-Pair-Share	Children are asked to think for 15 seconds, then turn to their partner to share their thinking
Track me....or Track child's name	Look at me.....or child....
WABOLL	'What a bad one looks like' – never a child's piece of work
WAGOLL	'What a good one looks like'
Wave 2 teaching	Short term intervention programmes: teacher directs appropriate provision with support from the SENDCo
Wave 3 teaching	Long term support, personalised provision – specific to individual children usually as part of an Educational Health and Care Plan
Working Wall	A working wall is an interactive display – a display that you set up in your classroom where you either structure a learning journey to support the class.

Appendix 6: DJS HOME LEARNING POLICY

This policy is to be read in conjunction with the Mission Statement and Teaching and Learning Policy as together they establish the general ethos of the school. Please also refer to the Home/School Agreement, and our policy on Special Educational Needs and Disability.

At Denmead Junior School, we strive to create a growth mind-set for learning and life for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In addition we promote the Learning Powers of resilience, reflection (to self-improve), co-operation, curiosity and concentration. In everything that we strive to do and the way that we do it, we promote, model and teach the children the values of Friendship, Understanding, and PRIDE (Positivity, Respect, Inspiration, Determination and Excellence).

Introduction

‘Homework’ or ‘home learning’ has been a divisive issue in schools across the country for some time now. Pupils can be reluctant to complete it, parents spend a huge amount of time supporting their children working through it and teaching staff spend time setting and marking it and giving feedback.

This document has been written to make clear our beliefs on home learning; our rationale for why we set tasks for pupils to complete, and give guidance for pupils, parents and staff alike.

It is not a document set in stone. During daily life in school there will always be exceptions depending on the topic, year group and task. This document however, aims to give guidance rather than rules. Anyone involved in the process of home learning who feels that they are unclear about a particular feature must feel free to speak to their class teacher, line manager or Senior Leadership Team member.

Aims of Home Learning

Our *overall aim* is to make sure pupils leave Denmead Junior School with an effective, confident grasp of their education, demonstrating increased fluency between areas of learning, an ability to solve problems using their knowledge in a variety of situations, as well as a desire to discover more. Home learning can form a vital part in making sure pupils leave our school well equipped for the future, providing it is well constructed and pupils are clear about the intentions. We would encourage parents and carers to share and enjoy the home learning experiences.

Purpose of Home Learning

We believe that home learning is an effective means by which the pupils can **practise learning out of school, at home**. It helps develop a partnership between school, parents and other carers in pursuing the aims of the school and helping pupils achieve their full potential and raise standards. It should be used to practise or consolidate basic skills and knowledge and provide other learning experiences beyond the classroom.

We surveyed parental opinion in the Autumn 2019 and they agreed with this purpose and also indicated that they believe it can also be used to **consolidate and extend the learning process**. Parents informed us that they also believed that the completion of home learning does help the pupils in **learning discipline, time organisation and the ability to organise themselves** and we also believe that it can help prepare the pupils for the demands of secondary school and beyond.

We also see that a purpose of home learning - particularly topic home learning - is to enable pupils to **learn and explore out of school**, whether that be at home, the library, a sports event, a museum or a landmark and **to extend their learning further than possible in the confines of the classroom**. A classroom is only one place that pupils can use a range of resources while other spaces can offer another dimension to pupil's learning. To encourage the pupils to want to know more about the topic they are studying and to independently research and discover, goes right back to our overall aim at DJS.

We also believe that a variety of subjects across the curriculum should be offered through home learning. To support our belief that 'everyone is good at something' and feed into the encouragement given to pupils across the school with regards to 'growth mind-sets' and 'being brilliant', topic home learning is an opportunity for pupils who are confident in other subjects that may not rely so heavily on academia to show what they are capable of and continue to build their enjoyment for years to come. Subjects including art, design technology, computing, PE and science can be utilised when creating projects, both in their content and in their presentation.

Responsibilities

Class teacher/staff

It is the responsibility of class teachers and staff to make sure that home learning is constructed effectively and administered consistently across the year group. With this in mind we need to make sure we adhere to five fundamental characteristics of good home learning (Cathy Vatterott, 2010):

1. *All home learning tasks are meaningful and that pupils understand the purpose of the task and what makes it meaningful in terms of the whole education (Xu, 2011).*
2. *Home learning tasks should be designed so that they are completed efficiently but should also require some hard thinking.*
3. *Topic homework will give the pupils a feeling of greater connection and motivation through the choice of which task to complete.*
4. *Students should feel competent enough to complete home learning that has been set with their ability level in mind.*
5. *Home learning should be an inspiring, well designed and clear resource to encourage motivation.*

It is also the responsibility of staff that the return of home learning is acknowledged. This is the case for all tasks except spelling. Reading at home will be acknowledged when staff collect and sign reading records on a weekly basis and topic home learning is acknowledged through the use of positive rewards including house points and four certificates that are



awarded in every class for the pupils who show a high level of creativity, inspiration, effort and curiosity.

As there is no research to underpin the practise, we do not believe that sanctioning pupils for not completing home learning is effective and therefore will not do this. We believe that home learning is beneficial and that those who strive to complete it will reap the rewards both during their junior schooling and beyond.

Parents/Guardians

Parents are an extremely important part of the process of home learning. It is the responsibility of parents to encourage their children to complete the home learning task given and provide a suitable place for them to work. Parents can provide their children with a range of sources of information at their disposal or contact the class teacher who will give advice on resources. If parents find that their child is still reluctant or unable to complete their home learning without class teacher/staff support, then it is their responsibility to seek to enrol their child in our after school home learning club.

Pupils

Often the home learning given will be of particular use to the lessons on or around the day given. To make sure that they are getting the best out of every lesson, it is their responsibility to make sure they understand why they have been given a particular home learning task and exactly what they have to do to complete it. It is also their responsibility that the home learning task gets home in good condition so that it is easier to complete. In Year 6 there will be additional home learning tasks that will help prepare them for the demands of secondary school. This may be more frequent and have different deadlines. If they are unsure, then it is their responsibility to ask their class teacher to explain the task again.

Format

Reading

As described in the English policy, the expectations for reading on a weekly basis is at least 5 times per week, for around 10 minutes each time. This will be monitored on a weekly basis by the class teacher through the collection and signing of the Reading Record. These 'Reading Miles' can be collected at school as well as home and can be gained by the pupils having read from a range of sources including novels/short stories, non-fiction texts, web pages, instruction books e.g. cook books, magazines etc.

Spelling

There is currently no set task to complete for spelling home learning apart from the expectation that the pupils will be learning the spellings given that week. However, pupils will be given and should bring home spelling sheets with information on their current spelling list, the spelling rule they are learning and some ideas/games for parents to try with their children. The sheet also contains a look/cover/write/check section which can be completed by the pupils at home or at school. We firmly believe that support from parents at home when learning spellings is vital and would encourage parents to support their children at home with this. For more information on how, please see the school web page for a list of possible spelling games and tasks to use at home.

Times tables

Knowing times tables is an essential tool in mathematics and by the end of year 4 all children should know the multiplication and division facts up to and including 12 x 12.

In school, children will learn these facts in a variety of ways to ensure that they understand the facts as well as having rapid recall. Children can practise these facts further at home through the use of Times Tables Rock Stars. Learning them through songs and games is another way in which to promote greater fluency of these facts.

Some children may be given other facts to learn such as number bonds or directed to practise particular times tables. This will be organised by class teachers.

Topic Home Learning

Topic home learning is set at one piece every half term in Lower School and in Year 5. Children have a range of home learning activities from which they chose one which is their project to complete over the half term period. Pupils will be offered a choice of tasks covering a range of subjects from across the curriculum including English, maths, art, PE, design technology, computing, science and Spanish. These subjects can be used both in the content and in the choice of presentation of projects. Hand in dates are advertised on the termly newsletter.

For year 6 they will also have topic home learning for the autumn term and the second half of the summer term. In the spring and summer first half term they will have home learning tasks that support their SATs revision. This will cover areas of reading, SPaG and mathematics. Year 6s are invited to complete topic home learning of their choice, as well, should they wish to.

Feedback

Feedback is defined as ‘information about reactions to a person’s performance of a task, which is used as a basis for improvement’. Feedback for home learning depends on the individual topic and task and will take a variety of forms, some of which will not be written. It may be given to individual pupils, or to groups of pupils.

For reading home learning, recognition of the effort as well as a giving an opportunity for teaching staff to reflect on the appropriateness of the reading seen is given when the teacher collects the reading records of pupils and awards house points and raffle tickets.

For spelling home learning, children are tested weekly. Pupils use a spelling folder which keeps all previous lists of words, so children and parents can see how well they are mastering their spellings.

For maths, the Times Tables Rock Stars programme keeps a record of times, and children and parents can access a ‘heat map’ to show which times tables they have mastered and which need further practise in terms of speed and accurate recall.

For topic home learning the feedback will come in the form of four certificates awarded to pupils in each class. These certificates are awarded in recognition for high levels of creativity, curiosity, imagination and effort. Class teachers can discuss the success of topic home learning projects when presenting them in class or on an individual basis. Sometimes exhibitions and walk-arounds are arranged so that all the children in the phase have the opportunity to see other children’s home learning projects.



Support at School

Support at school is a key resource given to pupils when completing home learning. Not everyone has access to the same level of quality resources and experiences and we believe it is not acceptable that some may fail to produce work they are capable of because of other factors outside school. At DJS we operate a home learning club after school where pupils can come, use the resources and the staff expertise to support the completion of their tasks given.

As well as this, all pupils and parents are encouraged to speak to their class teacher about how they can plan and complete their home learning. It is our belief that when we give out home learning tasks they should be clear and that pupils should understand what is expected of them and why they are having to complete them but if the pupils or parents need to ask questions, they should.

General

If children are absent due to illness we will not send homework home. We would assume the child was too ill to work. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree a homework plan. It is not possible to give homework when parents take holidays in term time. Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Appendix 7: Presentation Policy

Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To share this information with parents.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

- Remember, you are the most importable role model for presentation and high expectations. Use the resources available to you e.g. on the IWB – lines, grids to model good practice.
- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.

Expectations for Children

- Use of pencils and pens:
 - Pencils should be used in all Maths books and in draft work if appropriate. Purple pens can be used for editing and improving in maths books.
 - Pens should be used for written work in English and topic books once pupils have been awarded their pen licence by the Head Teacher.
 - Pens must be 'glide' tip. No other ballpoint, biros or felt tip pens should be used. Felt tip pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.
 - Pens can be used by all pupils when publishing so all pupils have experience of using pens to write with

Expectations for Handwriting

- See handwriting guidance in English Policy (2019) for more information.

Level 1:

- Others can read their writing.

Level 2:

- Letters are formed correctly.
- They are the correct size and in the right place on the line.
- Capital letters are always in the right place.

Level 3:

- Letters are formed and **joined** correctly.
- They are the right size and in the correct place on the line.

Level 4:

- All writing joined correctly with correctly sized letters and capital letters in the right place **using a pen**.
- Handwriting and presentation consistent in all books.

Handwriting should be taught for approximately 15 minutes per week and as an integral part of lessons.

Expectations for Layout

Where learning targets are produced electronically the following applies:

- The learning target and date are included in the top box. Both will be underlined.
- The learning target and success criteria **do not** need a full stop as they are considered a title/heading for the learning below.
- They are to be written in Comic Sans font, size 10.
- Start a new page for a new piece of work.
- Leave one line between each paragraph.
- If you make a mistake, draw one neat line through the mistake and start again – do not over-write.
- Write ON THE LINE. Do not write in the margin unless using numbering or including planning hints to use when writing.

Layout in Mathematics

- The LT should be stuck in following the lines of the book
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number bracketed to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.



- Calculations which involve 'exchanging' should see the relevant digit written smaller than usual.

Classroom Organisation and Resources

- All tables should have access to the appropriate equipment: rulers, pens, pencils, colouring pencils, toolkits etc.
- Maths equipment should be available to every child
- Each room has "wipe-boards" available for all the children with lines and/or without.
- Working Walls are up-to-date with clear learning journeys, appropriate resources and large enough to be accessible – and most importantly, with children using them to support their learning.

Outcomes of Presentation Policy

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each year group is evident and understood by all children and adults.

Monitoring of Presentation Policy

The Senior Leadership Team will collect examples of children's work on a termly basis, as part of the general work scrutiny exercise, to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Appendix 2: Exercise Book Usage

- The use of exercise books is to encourage the children to take a real pride about their work and to show the continued clear development of learning over time and between years.
- Handwriting practice will be recorded in English books at the front of books **unless** during a hot write in which case they can be recorded at the back of the book.
- Please try to save paper and particularly the paper in books:
- Pass unfinished books up with the children. Simply leave a page and allow the children to complete the book.