



LEIGH ST PETERS CE PRIMARY SCHOOL

Together with God, we challenge minds, recognise talents and build dreams.

TEACHING AND LEARNING POLICY

DATE OF POLICY: September 2015 (amended September 2016)

REVIEW DATE: September 2018

MEMBER OF STAFF RESPONSIBLE: Wendy Cathie

AIMS:

At Leigh Saint Peter's Primary School we are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole and to provide an education which will develop social skills and encourage children to become more active citizens within the school community and beyond.

We aim to enable our pupils to become;

- **SUCCESSFUL LEARNERS**, who enjoy learning, make progress and achieve.
- **CONFIDENT INDIVIDUALS**, who are able to live safe, healthy and fulfilling lives.
- **RESPONSIBLE CITIZENS**, who make a positive contribution to society.

In order to achieve these goals, we provide our pupils with a broad and balanced learning experience which ensures each child a full entitlement of the National Curriculum. Our curriculum has been designed to stimulate our children's natural curiosity, to give them the confidence to be curious and allow our children to take risks.

We are determined that every child will leave Leigh Saint Peters Primary School with;

- The knowledge that learning can be fun and excitable.
- A bank of transferable life skills.
- A feeling that they have at least one area in which they can succeed.
- A sound level of confidence and independence.
- Strong Christian value and a sense of being part of a Christian family.

1. INTRODUCTION:

This policy focuses on teaching and learning within all area of the curriculum. Where there are any specifics related to subjects or areas of teaching then these will be included in appendices.

Appendix 1:	Planning
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2. PRINCIPLE OF LEARNING:

At St Peter's no time is wasted and learning starts the minute the children enter the classroom. This can take a number of different forms and depends on the age of the children.

- Intervention at the point of need.
- Positive praise for ones who sit down and immediately engage.
- Counting as children arrive.
- Routines for whiteboard challenges.
- Learning spellings.
- Mini tasks.
- Reading tasks.
- Word grids.
- Target numbers.
- Word of the day.
- Number of the day (multiply it, halve it, square it etc).
- Countdown activity.
- Registration tasks – handwriting - Read

Learning is active throughout all lessons, including during the whole class exposition and a range of strategies are used to engage the learning, challenge misconceptions and move learning on. Within the lessons children are trained to assess their own learning (see Assessment appendix 1) and that of others. Teacher feedback is appropriate to the ability and age of the child and supports them to progress well in their learning. The curriculum has been designed so that the children can learn the skills in literacy and numeracy and then be able to apply them in their topic work.

3. KEY ELEMENTS AND PRINCIPLES OF TEACHING AND LEARNING ACROSS OUR SCHOOL

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

Clear learning objectives

- Learning objectives are appropriately shared orally and displayed.
- Learning objectives are not muddled up with the context of the lesson and specific to the learning of the lesson.
- A shorter version of the learning objective is written or stuck into children's books as a title.

For learning objectives to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will have learnt to'.
- Make learning objectives specific and in child-friendly language (WALT) – there is little point in sharing learning objectives if pupils don't understand what you mean.
- Refer to them at appropriate points near the beginning of the lesson, during the lesson and at the end of the lesson. Learning objectives don't always need to be shared right at the beginning of the lesson to be effective.
- Pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have... *Well planned success criteria*

- All pupils are clear about how they will achieve the learning objective.
- Success criteria's are displayed for the children to follow during the lesson or drawn up with the children, e.g. WILF
- Children use the success criteria to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

All lessons are ...*Clearly differentiated to enable all pupils to access learning*

- Lessons take the form of differentiated inputs so that all learners are challenged appropriately and there is no lost learning time.
- Planning shows clear differentiation and this can be seen in the children's books.
- A range of learning styles are catered for.

All pupils are...*Actively engaged in learning and work co-operatively*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- There are opportunities for assessing prior learning, new learning, consolidating previous learning and applying learning.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone is expected to participate
- Children explain their ideas clearly and in full sentences.

We believe it is important for pupils to talk during lessons:

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking ***Think/Pair/Share and Talk to your partner*** are regular features in all lessons.

LEARNING IS ENHANCED THROUGH...

Effective use of questioning and quality feedback

The use of ICT.

ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Effective behaviour management (see behaviour policy)

Effective, positive behaviour management is used to foster a positive learning environment in the classroom.

Effective use of additional adults

Additional adults are clearly directed to support learning. They are clear about *who* they are supporting and *why*. Planning is shared in advance with teaching assistants. They are fully engaged with pupils on the carpet and tables during lesson times. They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning. They are involved in assessing pupil's understanding and feeding back to the teacher and they indicate in the books when support is given.

They are not photocopying work, sharpening pencils or sticking work in books during learning time!

The effective use of a plenary and mini plenaries (see Assessment appendix 1)

A great classroom environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. All classes across the school should follow the school agreed display appendix (see display appendix 12)



APPENDIX 1: Planning (SLT)

DATE OF APPENDIX: September 2016

The aim is that planning at Leigh St Peter's is purposeful, effective and manageable. We use the approach 'outline and detail' where we outline the outcomes for the unit of work and detail the first day or few days. This gives opportunities to reflect on prior learning assessments and plan specifically to the needs of the children as well as the opportunity to adjust planning as the unit moves on.

1. TEACHING AND LEARNING:

Long Term Planning:

The school has clear long term planning. Teachers have adopted, adapted and created planning for the National Curriculum 2014 to fit the needs of our children.

English: adopted Lancashire Council plans in September 2016 and will be reviewed during the year.

Maths: adapted Maths Hub planning e.g. moved and extended some of the units to meet the needs of our children:

RE: adopted the Blackburn Diocese RE plans:

Other subjects:

Thematic curriculum: created by the staff at St Peter's to meet the needs of our children and provide an and reviewed over the last year.

PE:

An overview of the long term planning can be found on the website

<http://leighsaintpeters.wigan.sch.uk/wp-content/uploads/2014/05/Website-Overviews-KS1-and-KS2-amended-2015-2016.pdf>

Medium term planning:

Each unit of work has a unit overview that highlights the learning objectives and end of unit outcomes, with clear differentiated opportunities, success criteria, resources and learning skills.

Short term planning:

Short term planning is individual for each teacher and can take a variety of forms but the basic details are used e.g. objectives, activities, differentiation teacher/TA input . At the beginning of each unit a prior assessment is completed and this determines the starting point for children's learning. More detailed planning is then completed for the first day and then work is planned on a daily basis (for English and maths) depending on marking and feedback.

2. ASSESSMENT AND RECORDING: (see also assessment appendix 1)

Teachers planning documents should show that learning is reflective of the needs of the child and amendments or planning within the units takes into account the on-going assessment within the lessons. Evaluations are recorded on planning to show this.

3. PARENTAL INVOLVEMENT:

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning. At the beginning of each new thematic topic an information sheet is sent home informing parents what their children will be covering. Parents are encouraged to talk to their child about the topic and there are opportunities for them to make comments on the school blog. During the course of the year there are assemblies or parent enrichment sessions for parents to get involved in and see what their child has been learning.



APPENDIX 2: Assessment (Mr K Robinson)

DATE OF APPENDIX: August 2016 (reviewed yearly)

The aim is that assessment at Leigh St Peter's CE Primary School is effective and a key factor in raising pupils' standards of achievement. We use a range of assessment strategies to support all children.

1. Classroom Practice:

Class teachers are careful to ensure that the activities planned for the children are appropriate for their abilities, build on and extend their learning. They do this by using the assess, plan, do, review cycle and...

- know what knowledge, skills and understanding is needed before they begin planning for the next unit of work. This is done through a range of different activities eg:- prior learning books/sheets, mental maths activities, assessed writing activities, KWL charts, quizzes and assessment criteria.
- know the next steps in the pupils learning linked to the unit of work in the long term plans. English and Maths is planned using the principle detail and outline. There is an outline plan for the unit of work for the cohort and specific class weekly plans are detailed for the first couple of days and completed as the children's learning progresses. Plans are written/typed on the agreed format with learning objectives, success criteria and activities recorded. Evaluation of learning is annotated on the planning.
- Use learning objectives that are shared with the children at the appropriate level. WALT (we are learning to) is used during the main teaching activity and the success criteria (WILF – What I'm looking for) is always linked to the learning objective and are either decided by the class teacher or developed by the children. During the lesson the pupils are reminded of the learning objectives and success criteria and asked to self assess and think about the next steps. There may also be Quiet Learning objectives that link to other areas e.g. presentation or behaviour while working.
- On-going assessment is carried out during the course of the lesson using high quality questioning. During the plenary or mini plenaries children and teachers are expected to assess the learning and consider how well they have learnt against the success criteria. These assessments are used to identify any gaps and implications for future teaching. This is done through a range of strategies including self-marking, discussion with peers and whole class interaction. Work is also marked using the school-marking appendix (see appendix 2).

2. Data assessments:

During the year there are a number of different summative assessment activities. These are planned for and provide an assessment of the pupil e.g. Target Tracker (Beginning/working within/secure age related), standardised score or reading age. Throughout the academic year there are five assessment points where data will be collected to measure the progress, which pupils are making.

Important Dates for 2016-2017

Assessment Point	Date
AP1	Thursday 20 th October 2016
AP2	Thursday 8 th December 2016
AP3	Thursday 16 th February 2017
AP4	Thursday 30 th March 2017
AP5	Thursday 25 th May 2017 (Reception, Year 2 and Year 6) Thursday 8 th June 2017 (ALL OTHER YEAR GROUPS)

The assessments will be recorded using Target Tracker. Teachers will assess against a standardised criteria for reading, writing and maths. In Nursery, Reception and Year 1 a baseline within 2-3 weeks of starting the year and 3 end of term assessments. For Nursery children who start mid year a baseline assessment is completed within the first 2-3 weeks of starting. All reception data is submitted to the LA by agreed dates.

Additional assessments are carried out as follows:

- September – standardised tests (Y2 – Past paper SAT, Y3-Y6 NFER tests in reading and math's)
- Reading age scores are completed for individual or groups of children with additional reading interventions.

After each assessment point a standards review is carried out. This is completed by senior and middle leaders and used to ensure that the data recorded is accurate and consistent across classes. A range of assessment evidence is collected and monitored. This includes children's books, adult focused sheets, teacher records and test data. Children are chosen for specific reasons e.g. because a child has a long way to go to achieve their targets and is not making enough progress, a child has made good or outstanding

progress during that assessment period or if a child has made no progress or has potentially gone backwards. If there is a difference these are discussed with teaching staff and other evidence may be requested.

After each assessment point, progress meetings are carried out. These meetings look at the progress the children are making compared to school expectations for the year and those not on track to make expected progress over the Key Stage. This includes identifying vulnerable groups of children and discussing additional interventions to accelerate progress.

If progress is slow in a particular class and the overall effectiveness of teaching and learning is less than good this may result in a RAP (Raising Achievement Plan) being written with the class teacher or additional support given by the SLT.

After each assessment point, teachers from Year 2 to Year 6 work with individual or groups of children to discuss their progress over the term and the targets for the next term. During this meeting there is also opportunities to discuss any identified issues or errors and misconceptions in the learning.

3. Measuring progress in Target Tracker

Pupil progress can be measured using Target Tracker's statements and steps. When measuring progress, consider the following points:

- The end of year expectation for pupils at Leigh St Peter's is Secure (S).
- Pupils moving from one year to the next, who meet age related expectations, make 6 steps. This is how we demonstrate expected progress.
- More able pupils reach the S+ consistently and make 6 steps too. To demonstrate their increasing depth of skills, knowledge and understanding, we expect them to achieve more elements of mastery within Target Tracker's statements over time.
- Pupils who are able age related expectations, with targeted support and intervention may progress by more than 6 steps. This is how we demonstrate better than expected progress for this group.

APPENDIX 3: Marking and Feedback (SLT)

DATE OF APPENDIX: September 2015



DATE: November 2016

REVIEW DATE: August 2017

The aim of marking and feedback at Leigh St peter's is that children receive high quality feedback, which, is constructive and ensures that children make significant and sustained gains in their learning.

This marking and feedback policy refers to marking across all elements of the curriculum and in all year groups. The majority of feedback will be verbal and when recorded will follow the marking codes shown below.

EYFS:

Children's work is annotated when appropriate with child voice' comments. The majority of feedback will be verbal and when recorded will follow the marking code.

WHOLE SCHOOL:

WHEN DO WE MARK?

- As soon as possible after completion and before the book is returned for the next relevant lesson.
- During the lesson, as work is progressing.

HOW DO WE MARK?

- In purple (teachers & long term supply), blue (TA's), or green (daily supply).
- In legible, cursive handwriting, modelling expectations to the pupils.
- Answers are ticked if correct and a dot(.) is used to identify an incorrect answer.
- A learning objective, using the term WALT needs to be used at the start of the work which **specifically** links to the skill(s) being taught.
- At the end of the session, children reflect on their learning using a RAG dot next to the learning objective.
- On marking, the teacher assesses the learning by placing a RAG dot at the end of the work.
- Feedback must give practical advice that the pupils can act on/ pose questions to allow the children to act on the feedback. The child initials the comment to show they have read it.
- Negative, demoralising or humiliating comments are unacceptable and will not be used.
- Extended writing is marked using the colour codes V (pink) C (yellow) O (orange) P (green), reflecting **ONLY** the skills which have been taught leading up to an extended piece of writing. VCOP highlighting must only be used in blue English books and once a half term in your Thematic book.

HOW DO WE ENSURE THAT PUPIL-TEACHER DIALOGUE LEADS TO IMPROVEMENT IN PUPILS WORK?

- Pupils are set practical actionable next steps linked to move learning forward. Feedback must result in action and improvement every time.
- Corrections, including spellings and miscalculations, are reviewed on a daily basis during 'polishing time' or at the start of the next lesson.
- Corrections are checked and marked.
- In daily maths and English lessons marking provides pupils with appropriate challenge, which can include the opportunity to up-level key words/ a sentence/ or the redraft of a paragraph.

MARKING CODE:

A code is to be used to support assessments and identify the use of additional support.

S Next to where support is given or at the bottom of the work if support is given throughout.

VF Verbal Feedback

NS Next Steps

100 100 square

R If a resource was used that wasn't planned for in the planning, e.g. if a child has not managed to complete the work as expected and needed a different resource.

NL Number track or number line

C Counters/animals etc. Any counting aids

I Independent learning following some supported work.



APPENDIX 4: Presentation Expectations

DATE OF APPENDIX: May 2015

The aim is that expectations of presentation at Leigh St Peter's CE Primary are consistently high across the whole school which all children and staff recognise, understand and follow.

WHAT IT WILL IT LOOK LIKE:

All staff ensure that presentation of work is taught, as it doesn't just happen. It is the focus at the start of each academic year and then referred to throughout the year in the quiet learning objectives.

1. Expectations:

- In Early Years, Year 1 and SEN Year 2 the teacher will write or print the short date and a shortened form of the Learning objective (title).
- For all pieces of work there is a date and title. They use the short date for maths and topic 16.3.15 and full date for Literacy (by Year 2) Monday 7th September, which is underlined.
- The title is a shortened version of the learning objective and is underlined with a ruler.
- Children will start a new page if there are only a few lines left, otherwise they rule off and use the same page (Y2 and KS2).
- In all maths books children are expected to present their work clearly and neatly. When using squared paper children are expected to set their work out as given in the example below.

2. Where appropriate, all staff will ensure:

- All drawings and diagrams are in pencil
- Pencil crayons are used in exercise books and not felt tip pens.
- Children are able to write in pen when their handwriting is inline with school expectations. Pens are not used in Maths books.
- Handwriting is taught and expected to be in line with the school expectations.
- One single line is used to cross out mistakes. Do not use rubbers.
- Name stickers will be used to label books and the name is to be written by the teacher or printed.
- Books are to be kept in a good condition.
- They correct letter and number formation.

3. Where appropriate, presentation is celebrated through:

- Displaying work of a high standard of presentation
- Celebrating work in whole class situations
- Ensuring good progress is rewarded in line with the school behaviour policy



APPENDIX 5: English (Mrs J Roberts)

DATE OF APPENDIX: January 2016

The aim is that English at Leigh St Peter's CE Primary School will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

EXPECTATIONS

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

1. TEACHING AND LEARNING (see also Teaching and Learning policy, assessment appendix 1)

The new National Curriculum 2014 forms the basis of teaching and learning. The National Curriculum 2014 is used as a starting point to creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: ***familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence.*** This is used as a basis for short term planning and adapted according to the needs of the children. The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. English is encouraged and developed across our curriculum and links are made where appropriate. A big write each ½ term is produced in topic books that is linked to the Topic and marked using the Big Write Marking codes. This enables us to emphasis the importance of having the same expectations with all children's writing.

1.1 SPEAKING AND LISTENING:

Teachers provide a wide range of contexts for spoken language throughout the school day. All teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modeled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

1.2 READING:

Teachers promote and value reading as an enjoyable activity and a life skill. Not all children learn to read in the same way and because of this we make sure we teach a range of strategies to help children to read including phonic based learning, look and say, contextual understanding etc. For children to enjoy reading and want to read it is important that they are taught skills to help them make sense of the text. Therefore, teachers plan for a range of activities that allow pupils to engage with text in a variety of ways to suit different learning styles including shared reading, guided reading and independent reading.

1. In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

1.2.1.2 In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

1.2.1.3 Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

1.2.2 Other opportunities are provided for pupils to practice and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

1.2.3 Reading at home is regarded as an important part of reading development; we expect that all children read at home at least 3 times a week. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School link books. There are reading rewards throughout the year that all children can earn by doing this. Where this is not happening we use other adults in school to complete extra reading in school. These reading sessions do not go towards the reading at home rewards.

1.2.4 A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library. Teacher resources are located in classrooms. Guided reading books are kept in the school library and KS1 resource area. These books are banded according to 'KS1' and in KS2 colour codes. The school library contains a range of fiction and non-fiction books.

1.3 WRITING:

1.3.1 Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. They establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

We use talk for writing so that it enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Through the use of 'boxing up' and the Literacy learning walls in the classroom the children can then 'magpie' ideas to create their own piece of writing. Teachers use shared and guided writing to model the writing process. These provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. These features are also discussed and practised during KS2 SPaG (Spelling, punctuation and grammar) lessons. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support.

The writing process we use is broken down into a number of steps. This is taught and practiced regularly and is linked to the national curriculum 2014.

Planning

Drafting and Writing

Evaluating and Editing

Proof-Reading

Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas are also used in literacy lessons to support the wider curriculum. During each topic children are expected to complete at least 1 piece of extended writing in their topic books. One of these pieces of writing is marked using the agreed marking policy. This demonstrates the importance of having the same expectations in all writing.

1.3.2 Handwriting is taught rigorously so that children use the correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Penpals handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat, joined legible handwriting style that is effective in recording their ideas. Children are given a pen to use as soon as their writing meets the agreed standards within school no matter what year group they are in.

1.3.3 Spelling is taught within the English lesson or as part of a skill based lesson. Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds and / or Bug club as a basis for their planning for the teaching of spelling. In KS2 spelling is completed during SPaG lessons.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

2. ASSESSMENT AND RECORDING: (see also assessment appendix 1)

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

3. PARENTAL INVOLVEMENT:

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning. This enables them to talk to their children about each area and support them with their learning: we also communicate this through our website. Work is celebrated in class certificates, at Parent's Evenings and on class blogs.

4. EQUAL OPPORTUNITIES:

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need or Disability (SEND).

APPENDIX 6: Mathematics (Mrs K Metcalfe)



DATE OF APPENDIX: January 2016

The aim is that Mathematics at Leigh St Peter's CE Primary School will provide children with the skills, knowledge and concepts to develop their problem solving, maths communication and investigations abilities. As much as possible staff will link this to real life situations to develop a good understanding of how maths is linked to real life.

1. TEACHING AND LEARNING: (see also Teaching and Learning policy)

Maths is taught using the whole School agreed Teaching and Learning cycle: review, teach, apply, practice cycle with each unit of work. Below are some example of these activities.

<p>REVIEW AND ASSESS - ADULT Formative and summative Prior learning tasks Marking and feedback Celebrating success and effort Identifying strengths, gaps, misconceptions and areas to improve Questioning Observing Reviewing evidence – evaluating and annotating leading to adapting and modifying planning and teaching Target setting Evidence gathering</p>	<p>REVIEW AND ASSESS - CHILDREN Self-evaluation Peer assessment Discussing, explaining and reasoning Answering questions Reflect upon previous work and respond to marking Using show me responses Linking back to previous steps to success Identifying areas to improve Target setting Reflecting Celebrating success Considering if using most appropriate piece of equipment</p>	<p>TEACH - ADULT Concrete, pictorial and symbolic Modelling and demonstrating Talking/explaining Open questioning Differentiated delivery TAs informing and sharing Fluid groupings Observing children's responses Links to real life Encouraging discussion Assessing, modifying and adapting Scaffolding Contextualised Engage, enthuse and inspire Steps to success</p>	<p>TEACH - CHILDREN Focussed and responsive Engaged and actively involved Self-assessing and reflecting Listening and copying the modelling Opportunity to practice methods, drawing, ideas, strategies Whiteboard work Paired work Discussion Concrete and pictorial resources Show me responses Follow steps to success Prove it! Enjoying learning something new</p>
<p>APPLY - ADULT Real life problems Role play Concrete, pictorial and symbolic Observing and assessing Gathering evidence Redirecting and support e.g. vocabulary, strategy Encouragement to persevere and develop independence Facilitating Highlighting strengths/misconceptions Extending learning Marking and feedback 5 strands of problem solving</p>	<p>APPLY - CHILDREN Some guidance More independent Mathematical muttering Choosing own resources and methods and develop into symbolic Revisiting work in books to support Investigating Peer to peer learning Continuous provision Independent understanding Peer and self-assess Perseverance and task completion Using prompts e.g. working wall and steps to success Prove it!</p>	<p>PRACTICE - ADULT Observing/assessing/ monitoring Questioning Modelling to rectify misconceptions Redirecting support e.g. resources, how to record, reading Challenging further Coaching and promoting confidence Supporting understanding Encouraging and developing independence Gathering evidence Fluid groupings AFL – mini plenaries Feedback</p>	<p>PRACTICE - CHILDREN Exploring and investigating Individual or group Discussing Talk partners Peer support teaching Self-assessing and reflecting linked to steps to success Choosing and selecting concrete or pictorial resources Differentiation Recording – formally and informally Resilience – realise that you may get things wrong but it is a learning journey</p>

Whole School agreed teaching and learning approach – concrete , pictorial and symbolic.

CONCRETE	PICTORIAL	SYMBOLIC
<p>NCETM - Examples include structural apparatus such as cubes, counters, 3D shapes or weighing scales as well as contextual objects such as teddies or coins for counting or sorting.</p>	<p>NCETM - Examples include children's own mark making and simple drawings, sketches, number lines and diagrams.</p>	<p>NCETM - Examples include young children's emergent graphics, early number formation, number sentences and written expanded methods such as 'chunking' or 'grid' method.</p>
<p>Cuisenaire rods and trays, Base 10, Straws and coloured sticks, Counters e.g. double coloured, transparent, small and large. Numicon Natural resources e.g. pebbles, shells 20 and 100 bead strings and bead bars Analogue and digital clocks, sand timers and digital stop watches. Ruler, metre stick, tape measure and trundle wheel Balance pans, balance scales and weighing scales Non-standard containers, measuring jugs and cylinders of different capacities and division scales Protractors and show me angle circles Thermometers Peg boards, pin boards and geo boards Fraction towers and equivalence shapes</p>	<p>Number tracks, Number lines, Partially scaled number lines, Empty number lines, Grids Images of concrete apparatus on interactive whiteboard or I pads Place value charts, 100 square 2D shapes 5 frames and 10 frames Multiplication grid Tallying Place value arrow cards Dice – dots, Dice – numerals, Dice – place value from 1 digit to a million 0 – 9 Digit cards Number fans/cards, Symbol fans/cards, Spinners, Dominoes <i>A lot of the above resources contain numerals and this leads children to recording symbolically independently</i></p>	<p>Early graphics (encouraged like emergent writing) Number sentences Recording on plain, lined, squared and graph paper</p>

Maths is taught in unit blocks using the Lancashire Maths Medium Term planning. Teachers use the review part of the unit either before the learning begins or at the start of the unit to assess what the children know. They then look at what the children need to learn to achieve the unit outcome. During the course of the unit children have access to pre-learning. This can take place during the day eg: during the lesson, in intervention sessions or during registration. This is to ensure accelerated progress for all children.

There is a higher emphasis placed on place value and mental calculations in Year 1 and Year 2 so that a good foundation is developed for future learning. Staff all follow the calculation example (see below).

2. ASSESSMENT AND RECORDING:

Assessment takes place in line with the agreed school's assessment policy. Assessment is regarded as an integral part of learning and teaching and is a continuous process. Teachers assess children's work in short, medium and long term.

On-going assessment includes: Questioning and discussion, Children's work – exercise books, paper, posters, oral presentations, performances, photographs, videos , Self-assessment and Peer assessment

3. PARENTAL INVOLVEMENT:

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning. This enables them to talk to their children about each area and support them with their learning: we also communicate this through our website. Work is celebrated in class certificates, at Parent's Evenings and on class blogs.

4. EQUAL OPPORTUNITIES:

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need or Disability (SEND).

APPENDIX 7: Science (Miss L Hill)



DATE OF APPENDIX: January 2015

The aim is that Science at Leigh St Peter's CE Primary School will provide engagement with real life context and develop key skills taught in English and mathematics.

1. TEACHING AND LEARNING:

Our science teaching and learning addresses the programmes of study in the new 2014 curriculum. Alongside the creative curriculum, science teaching provides our pupils with memorable experiences and high quality learning, as well as opportunities for wider personal development by focusing on skills for learning. We have an investigation-led approach which focuses on practical activities and fair testing: this promotes the active involvement of pupils and their skills in working collaboratively.

The science knowledge that the children gain across the range of topics enables them to make more sense of and understand the world around them. It also gives them an enjoyment and grounding in biology, chemistry and physics-related topics as a good basis for further learning. Through investigations, they learn to make predictions, observe carefully, take accurate measurements and assess and evaluate results, all key skills which are transferable to real life and everyday situations.

Where possible science teaching is linked thematically to our creative curriculum, which provides a thematic approach to learning; this builds on the engagement already created within the teaching themes. Where prescribed learning does not fit easily into a theme, a science topic may be taught discretely. The amount of content within each topic varies and, therefore, the amount of curriculum time spent on each topic will differ.

2. ASSESSMENT AND RECORD KEEPING:

Assessment takes place in line with the agreed school's assessment policy. Assessment is regarded as an integral part of learning and teaching and is a continuous process. Teachers assess children's work in short, medium and long term.

On-going assessment includes: Questioning and discussion, Children's work – exercise books, paper, posters, oral presentations, performances, photographs, videos, Self-assessment and Peer assessment

At the end of each topic, children are assessed according to the unit expectations to show their knowledge and progress within the topic.

3. PARENTAL INVOLVEMENT:

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning. When a new thematic topic begins, topic webs are sent to parents and carers informing them of the science learning which will take place. This enables them to talk to their children about each topic and support them with their learning: we also communicate this through our website. Work is celebrated in class certificates, at Parent's Evenings and on class blogs

5. EQUAL OPPORTUNITIES:

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need or Disability (SEND).

APPENDIX 8: Computing (Mr K Robinson)

DATE OF APPENDIX: (currently being amended)





APPENDIX 9: Creative Curriculum (Mrs T Fletcher)

DATE OF APPENDIX: January 2016

The aim is that the curriculum at Leigh St Peter's CE Primary School will provide engagement, life skills and develop Christian Values.

1. TEACHING AND LEARNING: (see also Teaching and Learning policy)

The creative curriculum is taught within thematic topics across the school. These topics encompass skills and areas of study from a number of subjects. Where coverage of a subject is required but does not fit naturally into a topic, discrete teaching will occur to ensure all areas of study are purposeful. This is most often in P.E, RE, music and science. The long term plans can be found at:

http://leighsaintpeters.wigan.sch.uk/wp-content/uploads/2014/05/Website_Overviews_KS1_and_KS2_2014.pdf

During these topics we want to engage all our learners. Our creative curriculum provides our pupils with memorable experiences and high quality learning, as well as opportunities for wider personal development by focusing on skills for learning. We begin our themed units with 'WOW' moments to engage and excite our pupils and fully immerse them in their learning.

Throughout the topics we will embed key skills in order to prepare children for real life and everyday situations and provide opportunities to apply knowledge and learning in practical ways.

It is our intention to provide opportunities within our teaching to promote the values of care for others, understanding of others around the world and a sense of family and community within our locality.

2. ASSESSMENT AND RECORD KEEPING:

Each term children are assessed according to the unit expectations and children who are below, at and above expectations are noted. At the end of the school year class teachers plot children on a whole class tracking sheet and a copy is given to the subject leader and Deputy Head Teacher, who has responsibility for teaching and learning across school.

On-going assessment includes;

- Topic books – including children's comments
- Questioning and discussion
- Children's work – exercise books, paper, posters, oral presentations, performances, photographs, videos
- Self-assessment
- Peer assessment
- Formative assessment of children's' understanding

3. PARENTAL INVOLVEMENT:

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning. Parents and carers are kept informed of developments through open evenings, end of year reports, and the school newsletter. They are invited on trips whenever possible as well as celebration assemblies and through our website and class blogs.

4. EQUAL OPPORTUNITIES

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

APPENDIX 10: Physical Education (Miss J Smith)



DATE OF APPENDIX: January 2016

The aim is that PE at Leigh St Peter's CE Primary School will provide children with the skills to take part in sporting activities and develop an active and healthy child.

1. TEACHING AND LEARNING: (see also Teaching and Learning policy)

1.1.1 CURRICULUM PROVISION:

It is important to us at Leigh St Peter's to develop our children's love of sports. This is fundamentally to develop a healthy and active lifestyle but also to develop lifelong skills of resilience, perseverance and competitiveness. The aim is that these skills would also be transferred into their other curriculum areas. We work closely with other organisations such as Wigan and Leigh Culture Trust (WLCT), Leigh College sports department, Premier Sports and local schools so that we have up to date information, training and provision for our children. Children in all year groups take part in 2 hours of PE activities a week.

NURSERY: PE is planned for during outdoor play provision.

RECEPTION: PE is planned for using the scheme PE House developed by Academy of Sports and children in Reception have 1 hour hall time to complete work from this scheme. They also have PE opportunities planned for through outdoor play.

YEAR 1: Year 1 follow PE House scheme. Their PE is within their own class and delivered by their class teacher or another teacher in school. There is 2 hours planned for either through hall time and outdoor games slots. In Year 1 some of the hall time is used to develop gross motor skills through the Write Dance program, this then leads into classroom practice for handwriting.

YEAR 2 & 3: Year 2 and 3 are taught in 3 smaller groups. They are taught by their class teacher/s and specialist PE teachers. They have access to Yoga and sports that keep them active and healthy.

YEAR 4, 5 AND 6: Most children take their PE lessons at Leigh Sports Village. PE groups are organised on year group and ability, so some groups have mixed years groups. During each term we aim to provide an alternative sport, this could be fencing, jujitsu, archery and climbing. We try to involve local clubs to help with the coaching. Leigh College Sports Department work with school to provide coaching for the children with multi sports. This is to engage all children and develop links with local clubs and Colleges. At the end of each 10 week session there are intra-school competitions to apply the skills that have been taught. We provide medals for winners and runners up as we feel this give the children the desire to take part and succeed.

Swimming lessons are for the Y3,4 and 6 children that go to LSV. Some of the groups are vertically grouped (mixed year group). This is focused on those children that are unable to swim 25 meters.

1.1.2 INTER-SCHOOL COMPETITIONS:

Children take part in competitions organised by a local high school in conjunction with Wigan authority staff and the LLG local cluster. These competitions can be cluster based and lead onto Wigan and then regional competitions. We aim to take part in as many of these competitions as possible to develop children's competitiveness and pride to represent the school. This includes competitions that you don't have to be 'sporty' for eg: fencing, archery, so that we can involve as many children as possible.

1.1.3 AFTER SCHOOL CLUBS / LUNCHTIME PROVISION:

Sports After School clubs, are provided by school and run by different providers. We encourage as many children as possible to take part. If there is a cost to the club we subsidise it for those in receipt of PPG funding.

During lunchtime we have 2 sessions delivered by Premier Sports for KS2 children. They work with the children on sports that they like and also use the time to train for the up and coming competitions.

2. ASSESSMENT AND RECORD KEEPING:

Each term children are assessed according to the unit expectations and skills taught children who are below, at and above expectations are noted. At the end of the school year class teachers plot children on a whole class tracking sheet and a copy is given to the subject leader and Assessment co-ordinator.

3. PARENTAL INVOLVEMENT:

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning. Parents and carers are kept informed of developments through open evenings, end of year reports, and the school newsletter. They are invited to watch competitions and end of year sports days.

4. EQUAL OPPORTUNITIES:

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. If needed additional support is given to children with particular medical issues. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

APPENDIX 11: Music (Mr S Hunter)

DATE OF APPENDIX: (currently being amended)





APPENDIX 12: Homework (Mrs W Cathie)

DATE OF APPENDIX: January 2016

The aim is that homework at Leigh St Peter's is used to enable pupils to consolidate learning, help them develop the skills of an independent learner, promote cooperation between home and school in supporting each child's learning and enable some aspects of the curriculum to be further explored independently.

Types of homework

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside the daily programs of learning and differentiated as appropriate.

- **In Foundation Stage and Year 1:** We ask that parents support children to complete one focused task per night for 6 nights of the week. This explores a variety of curriculum areas to enhance the children's learning. We also encourage parents to listen to their children read at least three times a week. We also believe that parents should read 'real' books to their child.
- **In Year 2 and Year 3:** we ask parents to support their child through home learning. This includes reading three times a week. In addition, children are given a literacy activity, a maths activity and asked to complete their learning log. The learning logs are personalised learning resources for the children to record their responses to learning challenges set by their teacher.
- **In Year 4, 5 and 6:** we continue to give children the sort of homework activities outlined for Year 2 and 3, including the reading activities specified above but we expect them to do more tasks independently. Children will be given one piece of Maths work and one Literacy based task every week; they are also given a list of spellings to practise.

Homework is always praised and acknowledged and, according to the task, is either marked or used in class to support learning.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, for example reading at home using Phonics Bug and accessing homework on the school blog.

The role of parents and carers

Parents and carers have a vital role to play in their child's education as stated in the home school agreement statement.



APPENDIX 13: Display (Mrs W Cathie)

DATE OF APPENDIX: December 2015

The aim is that display at Leigh St Peter's CE Primary School is used to celebrate successes, showcase what the children have been learning and a learning tool to support children's learning. Display is of a high quality and demonstrates our own expectations.

Displays will:

- celebrate achievement that motivates and inspires all pupils to achieve their best work;
- reflect the current areas of study of the National Curriculum, including literacy and numeracy;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others.

Expectations:

Each classroom must have at least:

- a literacy and maths **working wall** that shows current and passed learning;
- a visual timetable
- a worship display with class work on the current values and RE work;
- a behaviour display that has rules and consequences, link to attitudes to learning and show class dojo information;
- a curriculum display.

Class and corridor displays must be changed at least termly.

Working walls should:

- ✓ demonstrate a build-up of skills;
- ✓ include vocabulary relevant to the focus of the learning;
- ✓ have an interactive element, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles;
- ✓ allow teachers and pupils to write captions as part of the lesson, which are then put on the wall for reference.

Displays should include:

Displays must be of a high standard as this is to model to the children the importance of high expectations. They must show high expectations of learning and presentation and should be presented well with the following included:

- ✓ work, photos, pictures, headings all of which must be mounted before displaying;
- ✓ a title so that it is clear to viewers what the display is about;
- ✓ captions to explain the learning process and provide contextual information;
- ✓ questions to engage the viewer;
- ✓ key vocabulary;
- ✓ work that is marked in line with the marking policy and clearly **labelled** with the children's name.