



TEACHING & LEARNING POLICY
FOR PRIMARY SCHOOLS WITHIN QUEST

St. Peter's C. of E. Primary School, Hindley
Hindley Green Community Primary School
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram



Under Review until Spring Term 2024

September 2021

Teaching and Learning Policy

This policy is a statement of the principles, aims, responsibilities and strategies for teaching and learning within the primary schools of QUEST.

Principles

Teaching and learning is the core purpose of our schools. We offer a broad, balanced, relevant and interesting curriculum that is supported by the latest advances in technology and expanded by pupil's questions. Our DREAM* curriculum therefore evolves to meet the needs of our children and with our 'Pupil Board' input, ensures that all pupils achieve their maximum potential.

Aims

In QUEST schools' children have an entitlement to teaching and learning which: -

- Gives every opportunity for all children to achieve their potential in terms of academic achievement, skills, talents and SMSC awareness.
- Actively promotes a joy of lifelong learning, through a variety of styles of co-operative learning including KAGAN, embedded with digital technology as a vehicle and embracing a sense of fun and purpose.
- Promotes the progression of basic skills and opportunities to apply these.
- Accurately identifies and tracks pupils progress, rapidly responding to their needs to ensure progression to the highest standard for all.
- Ensures clear communication of pupil progression to parents/carers
- Raises the expectation of success and celebrates a wide range of achievements
- Promotes the development of life skills through student agency so that our pupils are responsible, resilient, resourceful, reflective and have independent attitudes towards work and their roles in society as modern British citizens

Responsibilities

All members of the school's community work towards QUEST's moral purpose of "Unlocking Potential". We aim to do this through learning, innovation and opportunity and by:

- Ensuring equal opportunities in all aspects of school life and recognising the importance of different cultures and valuing the uniqueness and diversity of all
- Encouraging, appropriately praising and positively reinforcing good relationships, behaviour, determination to succeed and outstanding work ethic for excellence
- Providing excellent role models through staff, directors, children and members of the wider community
- Maintaining a positive attitude towards change and ensuring consistency of standards across the schools
- Ensuring positive and productive relationships as modern British citizens
- Ensuring a sense of belonging and high expectations
- Providing positive challenge and stimulating learning
- Providing a well organised environment in which potential is maximized through clear, positive behaviour management

Strategies for teaching and learning

- Our DREAM* curriculum is organised in a flexible way, using creativity to ensure we maximize the learning potential within the curriculum framework.
- KAGAN strategies are employed on a regular basis to increase pupil engagement, collaboration and communication
- As Century Flagship schools, our KS2 children use this AI platform regularly to support their learning both in class and for homework.
- Our 1:1 devices in KS2, increased use of technology in EYFS and KS1, and a range of digital platforms are used regularly to maximize learning and academic achievement both in and out of school. All staff have Apple teacher status
- Our curriculum is enhanced and extended by using a range of first-hand experiences; for instance: visits and visitors, outside agencies, skilled professionals and through peer support of colleagues
- Children are taught and learn as a class, in ability or mixed ability groups, in pairs or independently in response to learning matter or task
- Learning support is available in the form of HLTA's, learning support assistants, trainees or volunteers for specific interventions, either GT&A or SEND
- Children with individual and different needs receive targeted support and the Inclusion manager ensures tracking and targeting drives this forward.
See Quest's SEN&D Policy for further information.
- Excellence is celebrated in display, performance, digital recording and class assembly/worship
- Barriers to learning are removed by the strategic use of staff and resources.
- We openly welcome the importance of parent/family support to secure a child's success and progress

****DREAM Curriculum: Depth of knowledge and understanding is facilitated through Research, Enquiry and Analysis to ensure Mastery of skill.***

Pupil Premium/Additional Funding

The schools will deploy the pupil premium to accelerate the progress of children who:

- Have qualified for Free School meals at any point within the last 6 years;
- Whose parents serve in HM Armed Forces;
- Are 'Looked After' by the Local Authority.

This may include

- The provision of small group tuition;
- The provision of additional teaching assistant support;
- The subsidy of additional clubs and wider opportunities.

The schools detail the support that has been provided through this subsidy on their websites.

The schools may deploy this resource to benefit a wider group of children (e.g. an intervention group which includes one or more children in receipt of the pupil premium) where outcomes are likely to be better through the inclusion of other children. See Appendices for the teaching and learning procedures our schools follow.

This policy was reviewed with due regard to the Equality Act 2010 during the Autumn Term 2021.

Signed:

S. Bruton

CEO

Appendix 1 – Teaching and Learning in Action

Planning

- All plans to be on an agreed format
- All long, medium and short-term plans to be uploaded to the school's SharePoint site
- Lessons must be planned using the key knowledge and skills for the subject being covered
- The learning challenge should be the main focus of the lesson linked to the progress the children will make and consolidate to develop mastery
- AFL/evaluations should be annotated onto plans and be used to inform future planning/next steps in learning
- Generic plans (e.g. White Rose Maths) should be annotated to meet the needs of the children
- All plans should identify the role of the additional adult and resources

Delivery

- Teaching is well informed, confident, engaging and precise
- Focuses on securing the basics of Maths and English as a vehicle to unlock learning.
- Appropriate level of questions are incorporated to provide and test clarity and deepening of understanding for mastery
- Incorporates 'Hook in' to engage learners and a 'Big Opportunity' to apply learning at the end of the theme/topic
- Teaching methods are imaginative and effectively related to the lesson challenges and the needs of learners and their stage of learning
- Worksheets should be uploaded and shared via Showbie and where this is not possible, be kept to a minimum and be trimmed to fit the page of the workbook
- Pupil's work may be recorded on Showbie or in their workbook

Teaching strategies employed by the staff in our schools are flexible and varied. Topic planning incorporates cross-curricular links to provide a more creative curriculum approach and making learning more inspiring and exciting. Our approach to learning may follow and include a range of pedagogical features, some of which will be detailed in this document.

On a regular basis (daily/weekly) we should see the following elements in action:

- Standards and achievement of non-negotiables in English and Maths be driven and embedded by the end of each year group (See the school's SharePoint site for full details of each year group's non-negotiables).
- Reading fluency and comprehension (VIPERS) to be regularly taught and assessed
- Kagan techniques, employed on a regular basis, to impact on communication and collaboration of pupils and their learning
- Flipped learning, using 1:1 devices, to ascertain pupil's knowledge and skillset so that lessons may be pitched at the correct level allowing pupils to consolidate and stretch their learning
- A blend of differentiated input (using the 1:1 devices) to meet the needs of all learners
- A blend of technology and traditional methods used to access and record learning to build stamina and resilience
- GOAL time to coach students to identify their individual strengths and areas for improvement
- Independent study and application time for pupils to follow their personalised learning pathways and achieve their own GOALS
- Century (AI Platform) used in KS2 as a teaching tool and as consolidation of learning
- 'Fix-it' time to allow pupils to rapidly respond to feedback to edit and improve work
- 'Weekly Workouts' -Regular, timed snap-shots of assessment of recent and prior learning; rapid recall of what you learned last week, last month, last year (In all subjects)

In order to evaluate standards of learning by our pupils we will consider several methods of gathering evidence to inform our views and answer our questions. This will range from observation, tracking of children through assessments, drop-ins, work scrutiny, evaluation and planning, subject leader monitoring and pupil voice.

Appendix 2 – Standards and expectations of written and recorded work

Principles

The guidance outlined in this document focuses on the presentation of written work. However, within QUEST primary schools, we believe that presentation goes well beyond the written page. It is an approach to learning which includes the tidiness of our classrooms, trays, shared areas, and even ourselves and expresses a care and a pride in all we do. Presentation of work is an important aspect of learning. The quality of presentation reflects the skills and the pride taken in our work.

Tools:

- Initially, wide ranges of chunky pencils, crayons, paintbrushes etc. are provided to support a diverse range of gross/fine motor control activities. Chunky pencils are replaced with conventional pencils as we demonstrate improved pencil control.
- By lower KS2 it is anticipated that most children will have been awarded a pen license. At this time children will be encouraged to select the most appropriate tools for presentation according to the activity given.

Teaching Points:

- We teach the correct grip.
- We ensure correct formation at all times (print from reception and cursive from Year 3), and know that close monitoring of individuals is important. Capital letters do not join to lower case letters
- We ensure correct posture with children sitting comfortably and upright.
- We ensure there is good lighting
- All staff must use the Trusts agreed handwriting format (see Appendix for agreed letter formation) to act as role models to the children.

Support for Learning:

- Some children will need extra provision to enable them to write successfully. It may be necessary to provide larger/smaller tables and chairs for particular children.
- Some children will benefit from a block to put feet on, a wedge for the table or a nonslip mat to hold paper in place.
- It is essential that all children (including left handed children) are shown the best position for their paper when writing at a table. Pencil grips can be used to facilitate a correct pencil hold.
- Advice can be sought from the Inclusion Manager for children identified with specific needs and may result in referral to the Occupational Therapist for assessment and advice.

Guidance for written recording:

Maths

- Work in pencil (unless told otherwise)
- Rule off under the previous day's work if appropriate.
- Start every piece of work with the date (short – 6 digit) on the left-hand side.
- Start every piece of work with the title (usually the learning challenge).
- Use one number/symbol to one square.
- Any paper worksheets must be dated.
- All ruling should be on lines already printed.
- Problems should be well spaced on the page.
- Jottings and working out must be recorded

Maths and Science:

- Always use the short date (6 digits)
- Use a ruler to draw lines when labelling diagrams.
- Write horizontally when labelling diagrams.

All other books:

- **DUMTUMS:**
Date in full: day, date and month, for example, Monday 24th December
Underline the date (in pencil)
Miss a line.
Title (usually the learning objective)
Underline the title (in pencil)
Miss a line.
Start to write.
- For display purposes when writing on plain paper guidelines should be used.
- Colouring in books should be done in pencil crayon
- The Learning Challenge is to be written at the beginning by pupils from Y2 upwards (where appropriate); otherwise it may be written/typed by the teacher or teaching assistant. The Learning Challenge should be concise, skills based and written in child friendly language.

Appendix 3 – Feedback

Rationale

Feedback to pupils is most effective when it is immediate and misconceptions are addressed at the point of learning. At Quest, feedback will be regular, and detailed enough to move the learning forward. It may be verbal or written and the impact of which will be seen immediately or in subsequent pieces of learning.

Teachers will:

- Identify specific areas of pupil's strengths and praise pupils in these areas
- Clearly focus on specific areas for improvement so that the gap can be closed
- Modify skills/teaching to 'follow up' on these areas for improvement
- Rigorously and analytically assess core skills of learning
- Provide opportunities for children to rehearse, practice and apply skills in a range of contexts for learning

Pupils will:

- Recognise their strengths and success
- Know specifically what to do to improve their knowledge, understanding and skill
- Work to succeed in this focus area
- Use 'fix it' time to clarify any lack of understanding
- Have a drive to improve and be the best

Parents/carers will:

- Support the school and pupils by attending additional learning sessions to secure their child's basic skill requirement
- Offer praise and support when the children's learning is challenging

Oral feedback

High quality oral feedback is most effective when it is immediate in the lesson and moves learning on. It may be delivered either by the teacher or LSA and may be given in person or through voice notes.

- Will be direct (targeted at individuals/groups/class) and celebrate successes, address errors and next steps for improvements
- The pupils will be expected to model appropriate language when responding or giving feedback to others (peer critique)
- A balance of comments on achievements and areas for improvement will be the norm
- Common spelling errors and the correct use of punctuation marks should be addressed in basic skills teaching and/or homework

Written feedback

All work will be acknowledged in some form by the class teacher. This may be through ticks or marking codes and/or comments. Written comments should only be used where they are accessible to pupils according to age and ability and may be in books or digitally via Showbie

- Comments should identify a specific aspect that the child has achieved well in as well as a clearly identifiable way the pupils can move their learning on.
- Written feedback should be in green pen.
- Marking may include highlighter where the child has written/recorded best aspects against the learning challenge.
- Maths and other closed tasks should be marked with a tick and a dot put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out, corrections should be written at the side and marked.

- 'Fix it' time will address the errors in learning, next steps offered and/or focus on specifics or test mastery of skills/concepts
- All work should be initialed if marked by someone other than the class teacher and should be indicated if completed by a supply teacher
- Peer marking should be given in a coloured pencil if marked by the children. Pupils should be encouraged and trained to critique their own and other's work where they highlight success and improvement, KAGAN techniques support this
- Common spelling errors and the correct use of punctuation marks should be addressed in basic skills teaching and/or homework
- The following codes should be used in pupils' books, wherever possible
 - I – Independent work
 - G – Guided
 - S - Supported
 - PM – Peer Marking
 - TA – Teaching Assistant
 - VF- Verbal feedback
 - D - dictated

Self and Peer Critique

Children will be expected to critique their own and others' work. This is not meant to replace teacher marking and feedback but is vital to encourage children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect and critique in structured ways as follows:

- Be positive –pick out the best part
- Be specific –precisely what or how should it be improved
- Be clear and supportive –accepting that learning is about getting better each time
- Will be introduced by Year 2
- Children need to be trained to do this through modeling and process
- A dialogue will be encouraged between children rather than taking turns to be the 'teacher'; they should discuss each other's work together, this will establish as they develop their skills and will be supported by KAGAN techniques
- Class critique of WAGOLL will help to frame and evolve this.

Appendix 4 – Assessment

Introduction

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there. Assessment can be used for a variety of purposes: -

FORMATIVE-showing what children know, understand, can do. This informs the next teaching/learning steps. It provides a feedback and feed-forward

DIAGNOSTIC-identifying particular strengths and weaknesses. Primarily used for individual children, it enables the teacher to support learning by changing support/resources

SUMMATIVE-at the end of a unit it fulfills a summarising function, summing up attainment at the end of that piece of learning

EVALUATIVE-showing how effectively different elements of the curriculum have been learned

The key characteristics of Assessment for Learning

- Clear Learning Challenge
- Questioning
- Tracking and target setting

Clear Learning challenge

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. Any teacher demonstration and modeling will closely relate to the learning objective, as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. The learning challenge will focus on learning, skills and knowledge not activities.

Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children’s understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modeling part of the lesson to ensure learning progresses. Key questions, including *prompting & promoting and probing* questions should be planned and are a key part of oral feedback.

Wait or ‘thinking’ time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of ‘talk partners’/Kagan techniques where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

Tracking

During the Early years the EYFS curriculum/ development matters is used to track children’s progress and once they start in year 1 until they leave in year 6 the children are assessed against age related expectations.

Core subjects are assessed half termly, Computing and science and other non-core subjects are assessed termly. Core subjects are stored by the Principal using the electronic SIMs system, all other subjects are stored on the school’s SharePoint site.

At the end of each half term teacher assessments and/or test scores of each child are recorded. All class teachers keep updated copies of this data in their assessment files.

Progress is monitored and discussed during half termly pupil progress meetings; class teachers are accountable for this. If class teachers are concerned over a child's progress, interventions can be planned and other professionals involved by raising this with the Inclusion Manager. Any concerns identified will be shared with parents/carers.

Progress and attainment are shared formally with parents twice a year during the Autumn and Spring Terms at Parents Evenings. At the end of a school year class teachers complete progress reports for their class and hold transition meetings with the children's teacher for the subsequent year. Teachers will also produce an annual written report for parents in the Summer Term. Reports need to be:

Clear- written in language parents can fully understand

Systematic- in a format so that there is consistency across the schools

Manageable-in terms of time and amount

Analytical- what the child can do and still has yet to develop

Assessment of non-core subjects are completed on a termly basis, pupils are judged against standards linked to age related expectations. These assessments are passed onto the next teacher as well as the subject leader. -The class teacher, the leadership team and the specific subject leader monitor attainment and progress in all subjects.

The school will assess all year groups according to National Curriculum 'Age Related Expectations'. Children will be assessed formally at 3 data points to examine the extent to which they are:

-**Below Age Related (BARE)**– where children are working at a level below their age range

-**Below Age Related Plus (BARE+)** – where children are working towards the age-related expectations

-Meeting the **Age-Related Expectations (ARE)**

- **Age-Related Expectations Plus (ARE+)** – where children are working securely at age-related expectations

-Working at a **Greater Depth (GD)** of their age-related expectations

Staff will use a range of teacher assessment and formal assessment tests to assist them in their judgements.

Appendix 5 – Development of our Life Skills curriculum through Student Agency

To develop our pupil's ownership of their own learning to develop life skills we embed student agency for all of our children through 'Plan – Learn - Review' in EYFS and GOAL time in KS1 and KS2.

During GOAL time staff will coach pupils (individually and/or in groups) to identify their own strengths and a clear, achievable area for improvement which will move their learning on. Pupil's will then identify how they intend to achieve this GOAL in the own independent study, both in school and at home. Regular, timetabled GOAL time also allows pupil's the opportunity for self-study and application so that they can capture evidence to demonstrate their achievements at their next coaching session. GOAL time will use a +GROW model to form the basis of the coaching session

+ - what are your strengths (Knowledge and skills) that you can apply to other learning situations

G – what is it that you want to improve/achieve?

R – reality: where are you currently?

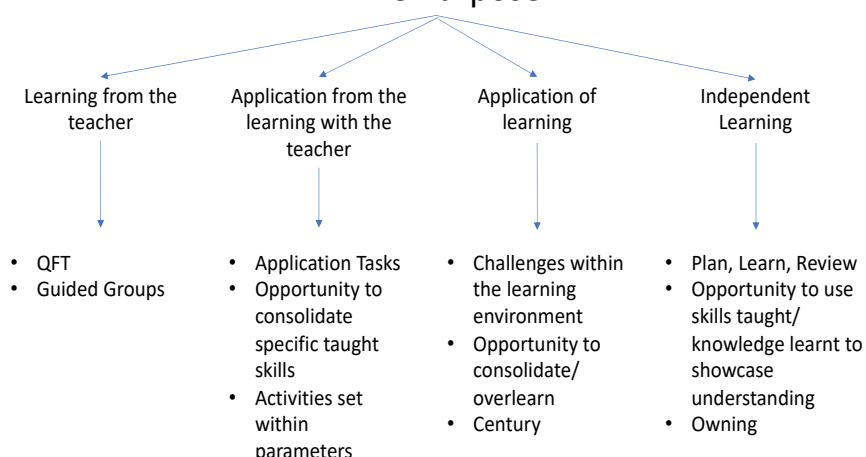
O – what are your options which will allow you to achieve this target

W – what are you going to do now to achieve this GOAL before our next session?

To embed the coaching culture, staff model to the pupils the expectations and shared language through the '6 step approach' (below) in Plan-Learn-Review and GOAL time.



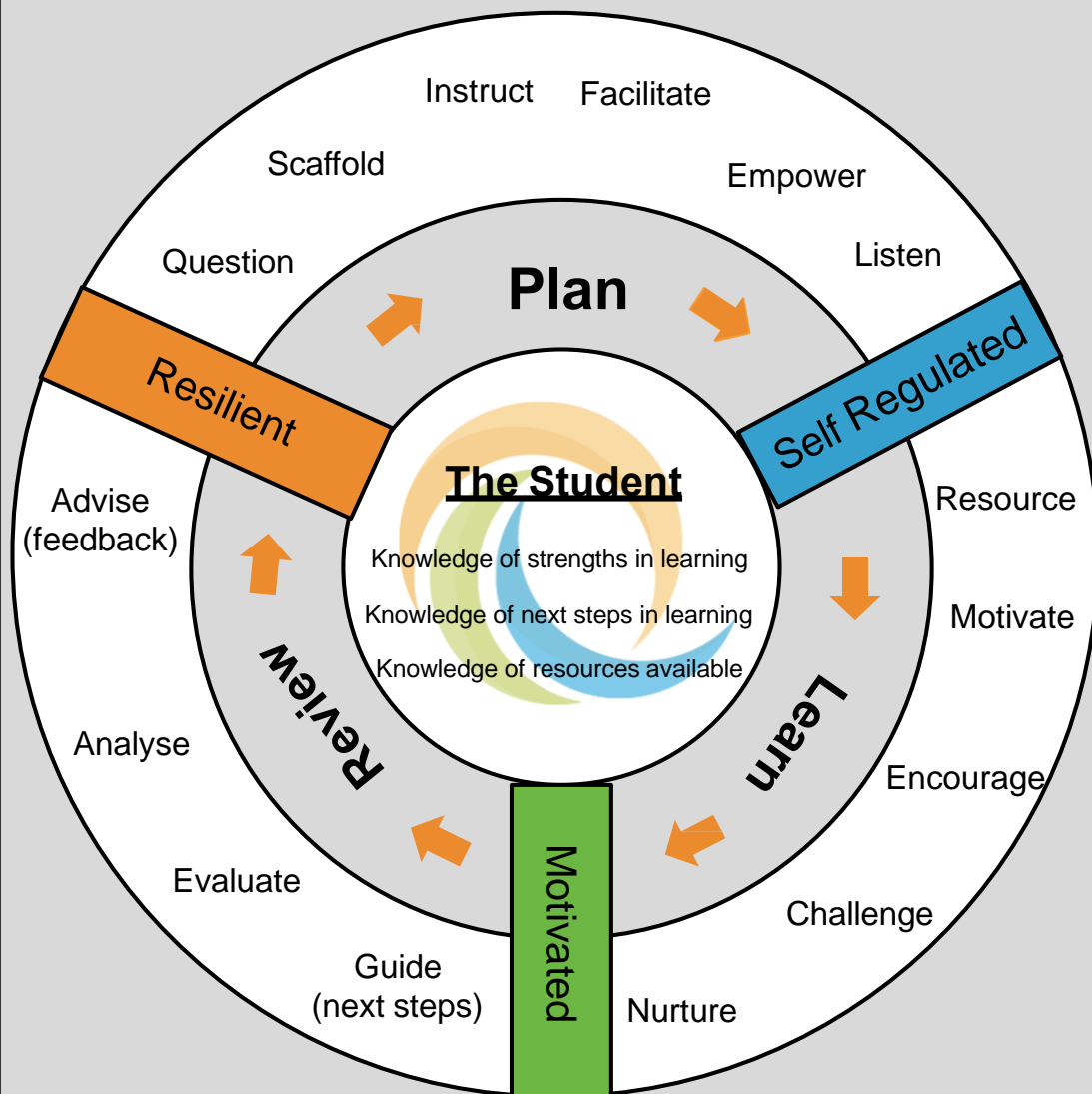
Student Agency The Purpose



Student Agency – Opposite of helplessness

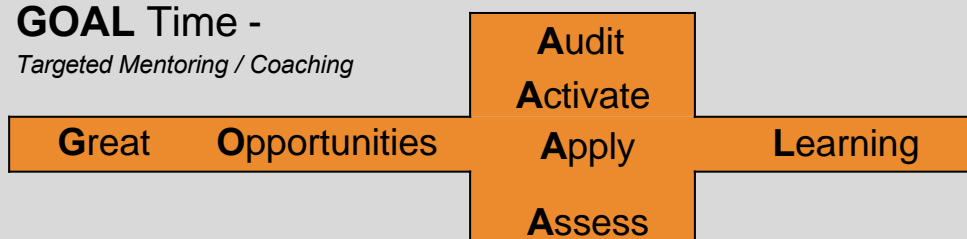
Student Agency improves Self-Efficacy

Self-Efficacy – one's belief in one's capability to succeed in a situation or accomplish a task



GOAL Time -

Targeted Mentoring / Coaching





Phase one	Phase two	Phase three	Phase four	Phase five	Phase six
HABIT	EXPECTATION	QUALITY	READINESS	EMBED	OWNERSHIP
Routine	Consolidation	Routine	Readiness	Scaffold	Expectation
Communication and Language	Key Questions	Questions	Targeted Mentoring	Targeted Mentoring	Coaching
Rigour	Expectation	Critique	Rehearsal	Critique	Critique

Appendix 6 – Core Kagan techniques.

There is an expectation that all staff will regularly use Kagan techniques to support and enhance learning. All staff ,during their induction period, will be trained in:

- Stand up, hand up, pair up
- Mix Pair Share
- Rally Robin
- Rally Table
- Rally Coach
- Simultaneous Rally Table
- Quiz Quiz Trade
- Timed Pair Share
- Single Rally Robin
- Continuous Round Robin
- All write Round Robin
- Timed Round Robin
- Stand-N-Share
- Fan-N-Pick
- Numbered heads together
- Single round table
- Continuous round table
- Simultaneous round table

Appendix 7 – Learning Experiences/Memorable Moments.

During their time at a QUEST primary school:

All children will have access to a range of different clubs both at lunchtime and after school.

All children will visit a theatre.

All children will hatch a butterfly/chick.

All children will have visited the beach.

All children will have the opportunity to a residential trip.

All children will build a den.

All children will make a bus/train journey.

All children will have the opportunity to visit London.

All children will play board games.

All children will visit the zoo.

All children will take part in a business/enterprise venture.

All children will visit the cinema.

All children will learn to play a musical instrument.

All children will visit a castle.

All children will visit a museum.

All children will visit an art gallery.

All children will visit a cathedral.

All children will plant it, grow it and eat it.

All children will visit a farm

Punctuation Guide for expectation of written work

Year	National Curriculum Guidance	Quick Reference
Year 1	<p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Please~let~me~play.</p> <p><i>What is your name?</i> <i>Look out!</i></p> <p>Thomas, I</p>
Year 2	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><i>What is your name?</i> <i>Look out!</i> <i>We bought an apple, banana and a pear.</i></p> <p><i>the girl's name</i></p>
Year 3	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>"What time will he arrive?"</p>
Year 4	<p>Use of inverted commas and other punctuation to indicate direct speech. For example, a comma after the reporting clause; end punctuation within inverted commas.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials</p>	<p><i>The conductor shouted, "Sit down!"</i></p> <p><i>the girl's name, the girls' names</i></p> <p><i>Before the sun came up, he ate his breakfast.</i></p>
Year 5	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Mount Everest (in the Himalayas) is the highest mountain in the world.</p> <p>Shall we eat Grandma? Shall we eat, Grandma?</p>
Year 6	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p><i>It's raining; I'm fed up!</i></p> <p>I want the following items: butter, sugar, and flour. I have been to Newcastle, Carlisle, and York in the North; Bristol, Exeter, and Portsmouth in the South; and Cromer, Norwich, and Lincoln in the East.</p> <p>Sports Day will include the following events:</p> <ul style="list-style-type: none"> • egg-and-spoon race, • long jump, and • javelin throwing. <p><i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i></p>

My Alphabet Writing Mat

i l t j u y

Long
Ladders



c o a d g q e



Curly
Caterpillars

h n m r b p k



One-armed
Robots

W w X Z f S

Zigzag
Monsters



Curly
Caterpillars