COOMBE BISSETT PRIMARY SCHOOL

TEACHING AND LEARNING POLICY 2021-22

Together we can:

Soar on wings like eagles,

Run and not grow weary,

Walk and not be faint." Isaiah 30:41

Contents

School Vision

*"Soar on wings like eagles,
Run and not grow weary,
Walk and not be faint."* (Isaiah 40:31)

Here at Coombe Bissett, we believe that each and every child is unique and special. It is our aim to enable each and every child:

- *to flourish into and to be recognised as, a **unique** and special individual,*
- *to have the **knowledge, skills and characteristics** to equip them for their time in the world*
- *to feel **dignity** about themselves, have **self-confidence**, and to **know how to manage their wellbeing***
- *to have the **courage** to stand up for what is right and make **a positive difference** to others and the world*
- *to know that they are **loved and cherished** within a caring Christian environment.*

Put simply… FLY HIGH, RUN WITH JOY, WALK TALL... AND TOGETHER WE CAN CHANGE THE WORLD

OUR CORE VALUES	
Care (love & service) **Commitment (friendship & respect)** **Creativity (environment)**	**Belief (trust & hope)** **Bravery (courage & justice)** **Brilliance (wisdom & truth)**

LEARNING POWERS

		OUR LEARNING POWER TOP TEN		
		CHALLENGE YOURSELF		
	FOCUS		**PERSEVERE (keep trying)**	
COLLABORATE (work together)		**LISTEN TO & LEARN FROM ADVICE**	**PRACTISE**	
	SET GOALS	**PRIDE IN YOUR LEARNING**	**QUESTION / IMAGINE**	
		ORGANISE		

THE COOMBE BISSETT WAY

- **Vision and Values are taught and delivered**
- **Teaching and Learning Policy is followed**
- **Behaviour Management system is followed**
- **Learning powers are taught**

PEDAGOGY TEACHING AND LEARNING AND THE CURRICULUM

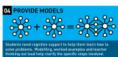| CURRICULUM PEDAGOGY	TEACHING AND LEARNING PEDAGAOGY
- National Curriculum - Leitner System – retrieval - Tom Sherrington – The Leaning Rainforest - Frederick Bartlett – Schema Theory (Schemata) - John Sweller – Cognitive Load Theory - Paul Kirschener & Carl Hendrick – How Learning Happens - Kate Jones – Retrieval Practice - Katherine Muncaster & Shirley Clarke – Growth Mindset Classrooms - Katherine Muncaster & Shirley Clarke – Thinking Classrooms - Geoff Smith & Shona Pye – Character Education - Mary Myatt – The Curriculum, Gallimaufrey to Coherence - Recognition that schemas are also cultural constructs and need challenging – various articles in TES, etc - Various resources on Mastery Maths / CPA in Maths	- Barak Rosenshine = Principles of Instruction - John Hattie - Visible Learning for Teachers - Guy Claxton - Building Learning Power - Carol Dweck – Growth Mindset - EEF – Teaching and Learning Toolkits (various) - John Hattie & Shirley Clark – Visible Learning Feedback - Pie Corbett - Talk for Writing

CORE subject lessons

- Maths is taught following the National Curriculum using the prioritised curriculum, English is taught following the national curriculum using the Wiltshire guidance progression framework
- Units vary in length from 1 to 3 weeks (depending on the focus)
- We assess against the National Curriculum Age-Related expectations
- English is divided in Reading Spine, Group decoders for KS1, Phonics/Spag, English lessons

Reading Spine:

We want every child to have read 50+ quality texts by the time they leave Coombe Bissett. As such we deliver reading comprehension / and reading for pleasure through a daily, whole class reading session of a selected text that is just slightly beyond the average range of the pupils. These sessions allow children to read aloud, to hear an adult read aloud, to develop tier 2 and 3 vocabulary, to experience a shared text, to engage in 'reading as an author' exploring comprehension strategies.

Group Decoders for KS1:

Twice a week KS1 pupils read phonically decodable books in a small group session. These are matched to the Schools Synthetic Phonics programme.

Phonics/SPAG:

In KS1 there is a daily phonics session following the schools selected Systematic Synthetic Phonics (SSP) programme. Books are sent home each week to match the programme, and we also send home weekly wordlists and caption cards.

Phonics approaches linked to the SSP continue to be used throughout KS2 where required (in class, and in intervetnions).

In KS2 there is a daily GPS session focusing on an aspect of handwriting, punctuation and grammar. Spelling is taught discreetly.

English:

There is a daily English lesson focusing on a particular style of writing. Each term there is a Fiction and a Non-Fiction style of writing, with poetry being built in across the longer terms. We follow a Talk for Writing approach.

English lessons follow this structure:

- Retrieval of key technical vocabulary
- Talk for Writing model is broadly followed and adapted for each age pahse
- Direct teaching input - modelling
- Opportunity for pupils to apply learning
- Self or peer assessment

- Maths lessons follow this structure:
  - Mental fluency
  - Vocabulary fluency
  - Direct teaching input – modelling
  - Opportunity for pupils to apply learning
  - Self or peer assessment
- Morning tasks are available between 8.40-9am focussing on handwriting / maths fluency / grammar / spellings
- Each day there is a 10-15 minute maths fluency session. KS1 are currently using an NCETM programme for this.

NON-CORE subject lessons
- History, Geography, Art, DT, Science are taught in 2 week blocks
- RE, PE, PSHE are taught with a weekly lesson over the full term, with MFL in weekly sessions in KS2 only
- Computing and Music alternate each term for weekly sessions
- Key knowledge and skills taught – we call these 'golden threads'
- Golden threads are what we assess against for each unit / subject. These incorporate the national Curriculum and other aspects we identify as important.
- Knowledge Organisers (we call them Fact Files) created for each 'unit' – issued to parents and available in every session
- Fact Files have on them – overall question, key facts, key vocabulary, diagrams or maps, weblinks for further ideas
- Each Unit structure is the same:
  - Introduce the unit with overall question and relate to prior learning
  - Quiz
  - Key facts over several lessons
  - End of unit repeat quiz
  - End of unit 'Essay' – extended writing opportunity for children to apply the knowledge they have learnt (not in ART/DT)

- Each lesson structure is the same:
  - Key vocabulary retrieval
  - Key facts provided and explored
  - Opportunity to apply learning / record learning
  - Self-assessment / peer assessment (if time)

Marking and Feedback
- Marking and feedback is best done verbally, 'live' in the lesson alongside the child
- Written feedback will follow our marking and Feedback Policy – using 'visible learning' approaches identified by John Hattie, Shirley Clarke and within the EEF toolkit "Teacher Feedback to Improve Pupil Learning"

Personalised Learning / Metacognition
- When children understand what they have to do, why it will help and how it fits within the wider context and progression of learning (schemata) they will learn better
- When children know what they have to do to improve as an individual they learn better

Quizes
- Across the year there will be a growing 'bumper-quiz' where key 'golden-thread' questions will be repeated – as a mechanism for helping the children to retain more knowledge
- At the end of the year the 'bumper-quiz' becomes an 'end-of-the-year' quiz
- We hope to develop 'end-of-phase' quizzes for Y2/Y4/Y6/KS2 – should the curriculum timetable provide this opportunity

Homework
- In EYFS homework is daily reading of the phonics decodable books. There are also weekly captions cards and wordlists. There are also Maths 'fun bags' aimed at individual needs that are changed following formative assessment through Tapestry.

- In KS1 there is daily reading of the phonics decodable books. There are also weekly caption cards and wordlists. There is a Maths and Comprehension booklet - CGP booklets are provided to support good engagement in homework. There is also a weekly maths fluency booklet created by the school from various resources.
- In KS2 there is the daily reading of the school book. There are weekly spellings. There is a week Reading Comprehension task and a weekly Maths task - CGP booklets are provided to support good engagement in homework, and the homework is marked together in class on a Friday to show how homework is valued and to support any common misconceptions. There is also a weekly maths fluency booklet created by the school from various resources.
- In KS2, where there are individuals with special needs, we adapt the homework.

KEY DOCUMENTS TO READ

- **Child Protection Policy**
- **Behaviour Policy**
- **Anti-Bullying Policy**
- **Peer on Peer Abuse Policy**
- **Staff Behaviour Policy**
- **Staff Code of Conduct**
- **Teaching and Learning Policy (this one)**
- **Presentation Policy (for displays, etc)**
- **Whistleblowing Policy**
- **Health and safety Policy**
- **Risk Assessments**
- **Annual Staff Checklist**

BEHAVIOUR MANAGEMENT

See the Behaviour Policy for full details.

When praising good behaviour:

- Be specific – mention what you are praising not just say 'well done' = e.g. ' that was lovely manners thank you'
- Use **TEAM TOKENS** for anything – good behaviour, good approach to learning, good manners, excellent effort, good work, good learing powers. Team Tokens are put in
- **GOLDEN TICKET** – there are traffic lights in class. Most children will be on Green, Amber is the warning, Red is the sanction. If children are doing great move them to gold and put their name on a raffle ticket. Children can earn multiple raffle tickets throughout the week. At the end of a winning raffle ticket is drawn and a prize from the class prize box is issued.
- Use **MERITS** for good work for that child. 25 merits = Bronze, 50 = Silver, 75 = Gold, 100 = Platinum. The hope is that most children will be earning their Bronze by Xmas, Silver by Easter, Gold by end of summer. Merits are marked by an M on their work
- **CLASS MARBLES / STARS** = These can be awarded to the whole class when they achieve whatever it is you want them to achieve. The aim is to fill the marble jar/ star chart by the end of each term for a whole class reward.

When sanctioning poor behaviour follow the chart from the behaviour policy:

- **Remember to record the incident on the behaviour spreadsheet for your class for each term**
- **Behaviour incidents at Grey or above need to be recorded on a 'Behaviour Incident' form and copies to Headteacher & Parents**

ZONE	SANCTION	BEHAVIOUR LEADING TO SANCTION
GOLD	Move 'peg' down to Green	- **LOW LEVEL DISRUPTION TO LEARNING** *(such as calling out, commentating, silly sounds, silly looks, other actions)* - **LEARNING AVOIDANCE / LACK OF COMMITMENT or CARE** - **DISRESPECT TO ADULTS** *(backchat, talking-over, looks, noises, body stance, gestures, not doing what an adult has asked)*
Green / Amber / Red TRAFFIC LIGHT	VERBAL REMINDER, then NAME MOVED ON TEACHER CHART from GREEN to AMBER, from AMBER to RED (3 repeats and sanction)	
RED	5 MINS TIME-OUT BY WALL ON PLAYGROUND / IN CLASS / IN ANOTHER CLASS On the 3rd incident of RED parents will be informed with a RED zone letter	- **TRAFFIC LIGHT ZONE PROGRESSED TO RED** - **ONE-OFF INCIDENTS such as:** - *Rudeness (including swear words / gestures / ignoring of others)* - *Dishonesty* - *Deliberate disruption of learning of a higher nature than TRAFFIC LIGHT* - *Homework x3 not returned (except mitigating circumstances)* - *Poor choices at playtime with equipment or towards others*

GREY	**EXTENDED TIME-OUT** • whole playtime or lunchtime • repeated playtimes or lunchtimes dependent on incident and repetition • whole lesson in another class with work to complete • withdrawn from a club (single) ==Behaviour Chart introduced== ==Parent informed==	• **3rd RED ZONE LETTER in a half term** • **EXCLUSION WORK NOT COMPLETED** • **ONE-OFF INCIDENTS of a higher nature than RED such as:** - *Deliberate damage to property of a minor nature* - *Aggression & scuffles towards others* - *Taking someone else's property* - *Deliberate rudeness including deliberate swear words / gestures* - *Meanness including swear words / gestures / use of digital media (social media tools – parent must report it to HT)*
BLUE **(HT only)**	**INTERNAL EXCLUSION** • for half a day to a full day (dependent on incident) and exclusion work based around reflection of poor choices will be set • work missed in class will be done as additional homework • withdrawn from club/fixture (for half term) ==BEHAVIOUR CHART APPLIED== ==Parent meeting required==	• **3rd GREY ZONE LETTER in a half term** • **ONE OFF INCIDENTS of a higher nature than GREY such as:** - *Bullying (including cyberbullying)* - *Fighting* - *Dangerously aggressive behaviour towards others* - *Threatening behaviour towards others* - *Deliberate damage of property that is at a more significant level than GREY ZONE* - *Deliberate defacing of their work or the work of others*
PURPLE **(HT only)**	**EXTERNAL EXCLUSION** **(length of this depends on the incident and length increases if repeated)** **+** **WITHDRAWN FROM CLUBS / FIXTURES (for 2 half-terms)** ==BEHAVIOUR CHART APPLIED== ==Parent / Headteacher meeting== --- **POTENTIAL FOR REDUCED TIMETABLE IF CONTINUES** --- **POTENTIAL FOR PERMANENT EXCLUSION FROM THE SCHOOL – A MANAGED MOVE TO ANOTHER SCHOOL**	• **3RD BLUE letter in a half term** • **ONE-OFF INCIDENTS of a higher nature than BLUE such as:** - *Bullying (including cyberbullying) of a more significant nature or repeated incidents (see PEER ON PEER ABUSE Policy)* - *Fighting of a more serious nature* - *Vandalism* - *Theft* - *Violence and/or Physical assault, Honour based violence* - *Prejudiced behaviour* - *Sexually Harmful Behaviour, sexting* - *Drug and alcohol incidents* - *Hazing / Initiation* • **3rd FIXED TERM EXCLUSION will lead to a reduced timetable** • **The Headteacher may escalate this to PERMANENT EXCLUSION AND A MANAGED MOVE TO ANOTHER SCHOOL (based on frequency or severity of incident)**

COOMBE BISSETT PRIMARY – AGREED PRACTICE FOR TEACHING

Aspect	How it is done here at Coombe Bissett	Monitoring & Evaluation	Teacher Standards
PROFESSIONAL DEVELOPMENT	• Be responsible for own CPD • Engage with and apply in school CPD	• Appraisal	TS8 = fulfil wider professional responsibilities
FRAMEWORKS	• Wiltshire Progression documents for Reading and Writing • Prioritised Curriculum for Maths (using Archimedes) • Calculation Progression Policy for how to teach 4 operations	• Weekly by BBA • Termly by Subject leader	TS8 = fulfil wider professional responsibilities
STRUCTURED ROUTINES AND RESOURCES	• Daily phonics / SPAG – at agreed times with Keystage • Daily Reading Spine – at agreed times with Keystage • Daily Core subject lessons • Daily mindfulness moment • Daily reference to Values mantra (or KS2 equivalent) • Daily additional afternoon maths fluency 5mins (after registration) • Use resources of subjects respectfully, return them to stores • Engagement in whole school / KS events	• Termly by subject leader M&E • 3x per year by subject governor • Appraisal	TS8 = fulfil wider professional responsibilities Section 2 = personal and professional conduct
PLANNING	• Follow the progression frameworks • Based on prior assessment of pupils • Meet the needs of the pupils – support / scaffolding and challenge so that children progress in that lesson / that unit / over time • Learners should be challenged – they should be 'grappling' and not getting everything right • Differentiation is the norm, differentiation via outcome is the exception – 3 levels at least (swim, snorkel, dive), but also include SEN and Mastery where required by your specific pupils • Use Coombe Bissett planning formats for EYFS, Maths, English, Reading and use a range of resources for non-core	• Weekly by BBA • Termly by core Subject Leaders • Seasonally by non-core subject leaders • 3x per year by governors	TS1 = High expectations, set goals, inspire & motivate TS2 = Promote good progress by pupils TS3 = Demonstrate good subject and curriculum knowledge TS4 = Plan and teach well structured lessons / well sequenced units TS5 = adapt to meet the needs of all pupils TS6 = Make accurate use of assessments
FEEDBACK TO PUPILS 'Floating up' 'Showcasing'	• Live feedback in lesson is best – 'progress-checks', pit-stop plenary ('showcasing') to focus children in on a challenge / correction • Every piece of work will be marked but the next step will not always be marked • Recognition marking is acceptable (tick) • Model handwriting by teacher – Red Pen (teacher), Green (LSA) • Positive comments and corrective comments balanced over time • Next steps (staircase) – related to the LF / **Prompts twice a week in English and Twice a week in Maths.** These should be focused on LF or Prompts • Next steps – also indicate spellings in relation to Tier 1 and Tier 2 • R2M by pupils in purple pen following each next step	• Weekly by BBA • Termly by core Subject Leaders • Termly whole team moderation • 3x per year by governors	TS5 = adapt to meet the needs of all pupils TS6 = Make accurate use of assessments

VISIBLE LEARNING	• Learning Focus is targeted and specific • Prompts (success criteria) provide the 'process' for learning • Learning walls will follow the agreed elements set out for English / Maths / Topic • Stem Sentences on specific board • LF and Prompts will be on LF Board each lesson • LF slips for majority of English & Maths lessons • Models used at the start of the learning process	• Drop-ins / Lesson Observations / Termly Scrutinys • Pupil Survey(s) • Pupil conferencing	TS7 = manage behaviour and environment for good outcomes TS2 = Promote good progress by pupils

ASSESSMENT	• Formative = LIVE IN THE LESSON (progress-checks), after each lesson – using this to inform planning
	• Summative – record on O-Track
	  - End of unit
	  - Termly Phonics
	  - End Autumn, Spring, Summer Headstart Tests (Y6 will use past papers)
	  - SATs, Y4 Times tables, Phonics Checker in summer
	• Core subject Assessment recorded in Tapestry (EYFS) and O-Track at the end of each Term
	• Non-Core subject recorded on O-Track at the end of Autumn, Spring, Summer terms
	• Engage pupils in Assessment for Learning (AfL) strategies
		• 3x per year at Assessment points
		• Drop-ins / Lesson Observations
		• Termly Pupil Progress Meetings
		• Appraisal
			TS4 = Plan and teach well structured lessons / well sequenced units
			TS5 = adapt to meet the needs of all pupils
			TS6 = Make accurate use of assessments

QUALITY FIRST TEACHING (Rosenshine's Principles)	• Visible learning throughout the lesson • Engaging all pupils in all phases of the lesson – (strategies might include: retrieval, wipeboards, questioning, 'no-hands up' or lollipops, use of LSA) • Differentiation to meet the needs of all, so that all make progress SEN / Low / Mid / High / Mastery • Children should be 'grappling' – not getting everything right • Model the instructions – demonstrate rather than just say • LF is targeted, Prompts are tools for pupils to use • Cognitive overload avoided – less teacher talk, more pupil work	• Lesson observations / drop-ins • Appraisal	TS 1 to 7

PERSONALISED LEARNING (METACOGNITION)	• AfL (Assessment for Learning) strategies to be used:
	  - Learning Powers referenced in lessons
	  - LF slip for self-review
	• Y1-Y6 PPTs so children know their termly target. These should be referenced when doing Cold, Warm, Hot writing and in maths lessons
	• Writing Self-Assessment Ticklist – so children know overtime what they need to be working on
		•	

LEARNING ENVIRONMENT	• Learning Walls follow agreed elements (English, Maths, Topic) • Tidy, organised classroom – labels on resources easily accessible to pupils, no piles of papers, etc • Teacher desk to model to pupils how their tables should look	• Drop-ins / Lesson Observations • Termly Environment Scrutiny • Pupil Survey(s) • Appraisal	TS7 = manage behaviour and environment for good outcomes
COMMUNICATION WITH PARENTS	• Clarity, Accuracy, Courtesy • Professional as well as friendly • Do not promise things – consult with SLT / SENCO • Any letter will go on a letterheaded paper and must be checked by senior leadership before it goes out • Consultations – 'mini-report' to be used as a record • 'Interview' (longer meeting not just the 5mins on the door) record using the Parent Interview record sheet	• Parent Survey	TS8 = fulfil wider professional responsibilities Section 2 = personal and professional conduct
COMMUNICATION WITH COLLEAGUES	• Respect & Courtesy • Professional as well as friendly • Reports / Tasks completed on time • Timetables followed	• Staff Survey	
COMMUNICATION WITH CHILDREN	• Respect – firm but fair • Listen + Shower them with 'love' + catch them doing good • Praise to be specific…"I liked it when…."	• Drop-ins / Lesson Observations • Pupil Survey(s) • Pupil conferencing	TS7 = manage behaviour and environment for good outcomes
HIGH EXPECTATIONS	• High expectations of learning behaviour - challenge poor behaviour and poor learning behaviour • Follow the behaviour policy / rewards and sanctions systems • Set expectations in lessons for amount to be produced • High expectations by teacher in planning	• Drop-ins / Lesson Observations • Sanctions records review	TS1 = High expectations, set goals, inspire & motivate
VULNERABLE LEARNERS	• Identified on planning • Their books are marked first • Ensure you work with them each week as well as LSA • Interventions in place – Group Progress Plans and Individual Progress Plans used and reviewed on time in readiness for SLT / SEN meetings	• Termly scrutinies (BBA / SENCO) • Termly Pupil Progress Meetings • 3x governor monitoring • Appraisal	TS5 = adapt to meet the needs of all pupils
ENGLISH SPECIFICS	Handwriting: • Agreed cursive script • Specifically taught each week • Expectation of good presentation in all subjects Reading: • Daily Reading Spine lesson	• Lesson Observations • Termly Subject Leader Scrutiny • Termly Book scrutiny • Termly moderation of writing by whole team • 3x per year governor monitoring	TS1 = High expectations, set goals, inspire & motivate TS2 = Promote good progress by pupils TS3 = Demonstrate good subject and curriculum knowledge

	- VIPERS used – comprehension skills explicitly taught - Teacher models fluency, expression, application of skills - Children weekly opportunity to read aloud – Reading Spine 3x per week in KS1 Group Decodable Readers session - Additional 1:1 reading weekly for vulnerable / children requiring to close the gap Grammar: - Grammar is explicitly taught in daily SPAG session - Identified in T4W English session – and on T4W washing line Writing: - Expectation that there is some element of writing in all lessons (except first few T4W lessons to learn the text – but this will not be all of the first week even then!) - High quality exemplar texts – do not worry if these are not cross-curricular the quality of them is more important than the link - Taught in units – expectation of fiction and non-fiction unit per term with some poetry built in - Cold task as entry (assessment of this informs planning), Warm task as mid-point, Hot task as exit assessment - Use of English toolkits Spelling: - Daily activity, carousel across the week – skills specifically taught - Green spellings books used Learning wall: - Specific section for spelling focus, vocabulary, grammar, model, T4W strung up on washing line		TS4 = Plan and teach well structured lessons / well sequenced units TS5 = adapt to meet the needs of all pupils TS6 = Make accurate use of assessments TS7 = manage behaviour and environment for good outcomes	
MATHS SPECIFICS	Daily Fluency starters: - Vocabulary retrieval each lesson – all pupils engaged - Mental arithmetic starter – all pupils engaged Daily arithmetic fluency in afternoon: 5mins in the afternoon after registration CPA & Reasoning - Elements of concrete, pictorial, abstract used in each unit - Reasoning opportunity in each unit – show me what you know – this must be evident in pupil exercise books - Use of Maths toolkits Learning wall: - Specific sections for Fluency focus, model, working out, vocabulary	- Lesson Observations and drop-ins - Termly Subject Leader scrutiny 3x per year governor moderation	TS1 = High expectations, set goals, inspire & motivate TS2 = Promote good progress by pupils TS3 = Demonstrate good subject and curriculum knowledge TS4 = Plan and teach well structured lessons / well sequenced units TS5 = adapt to meet the needs of all pupils TS6 = Make accurate use of assessments TS7 = manage behaviour and environment for good outcomes	

TOPIC SPECIFIC	**Planning:** • Deliver the appropriate skills and knowledge to ensure children meet the expected standards as identified in the progression maps (framework) **Fact Files:** • Issued at start of unit, copy to go home, copy on the website, used throughout the unit • Includes vocabulary, images, links to websites, key facts, (timeline if History) **Entry and Exit Quiz:** • Quiz of key knowledge at start and end of unit to measure progress • These quizzes repeated throughout the year – over time the amount of quizzes will grow to become a bumper quiz **Retrieval:** • Every lesson begins with retrieval practice of key knowledge **Learning wall:** • A giant fact file that grows, includes children ideas as well **Essays:** • End of unit is an extended piece of writing for assessment / reflection – following a big question / reflection 'hook' • Model / scaffolding provided for the children	• Termly moderation of Topic books • Termly environment scrutiny • 3x per term governor moderation	TS1 = High expectations, set goals, inspire & motivate TS2 = Promote good progress by pupils TS3 = Demonstrate good subject and curriculum knowledge TS4 = Plan and teach well structured lessons / well sequenced units TS5 = adapt to meet the needs of all pupils TS6 = Make accurate use of assessments TS7 = manage behaviour and environment for good outcomes
WEEKLY HOMEWORK	**EYFS:** • Spellings & Phonics (combined) • Maths fun bags • Daily reading (1x scheme book, 1x vocabulary acquisition book) **Y1 to Y6:** • Reading Comprehension • Maths CGP • Spellings • Mental Arithmetic • Regular reading through the week (3 to 4 times)	• Termly scrutiny of homework books	TS4 = Plan and teach well structured lessons / well sequenced units
SUBJECT LEADERSHIP	**Moderation and feedback** • Termly monitoring of implementation and impact • Each release complete the review • Regular feedback to staff (termly Core, seasonally Non-Core)	• Website review by governors • Appraisal	TS8 = fulfil wider professional responsibilities Section 2 = personal and professional conduct

	- Core subjects only – feedback to governors after each assessment point (e.g. 3x per year) - Deliver CPD as identified on SDP Organisation and resourcing - Ensure school is well resourced for your subject - Ensure curriculum maps and progression maps are in place and reviewed annually - Organise whole school / KS events as appropriate		

CURRICULUM – A BRIEF OVER-VIEW

Subject	Curriculum / scheme	Resources
Maths	NC via Ready to Progress Curriculum	Hamilton Trust NCETM Primary Maths Stars KS1 (links to White Rose) NRICH White Rose (linked to Mobius) CGP Exercise books Twinkl Ready to Progress and Mastery CGP Maths HW Stem sentences for problem solving
Reading	NC via Wiltshire Progression in Reading	Reading Spine – Pie Corbett, Mr P (5 pillars of reading????) , Teacher preference Reading Scheme – ORT, word sparks CGP Reading Comprehension for HW Captions (phonics linked) for HW in KS1 Tower Hamlets Sentence Stems
Phonics	SOS	SOS Collins Big Cat, 2x weekly Group Fully Decodable
Writing	NC via Wiltshire Progression in Writing	T4W GPS = No Nonsense Grammar Spelling = No Nonsense Spelling (LKS2), linked to phonics in KS1 Handwriting = Letter Join Literacy Shed Pobble 365 Twinkl
Science	NC	Explorify Twig Science Reporter Twinkl

		Working Scientifically statements
PSHE	NC via SCARF (Coram Life Education)	SCARF
Computing	NC via Kapow	Kapow
MFL	NC via Kapow	Kapow
RE	Wiltshire Agreed Syllabus	Discovery RE Understanding Christianity Understanding Islam

Coombe Bissett - Subject Leader Monitoring and Evaluation Schedule

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ENGLISH	Baseline data analysis and actions Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report SL Action Plan produce	Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report	Term 2 data analysis / actions + Report Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report Organize Bee **SPELLING BEE**	Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report SL Action Plan Mid Year Review Organize World Book Day **WORLD BOOK DAY**	Term 4 data analysis / actions + Report Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report	Term 6 data analysis / actions + Report Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report SL Action Plan Review
MATHS	Baseline data analysis and actions Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report SL Action Plan produce	Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report	Term 2 data analysis / actions + Report Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report	Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report SL Action Plan Mid Year Review Organize Bee **MENTAL MATHS BEE**	Term 4 data analysis / actions + Report Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report	Term 6 data analysis / actions + Report Book Scrutiny / Planning Scrutiny + Report QFT scrutiny + Report SL Action Plan Review
EYFS	Baseline data analysis and actions SL Action Plan produce	Provision Review + Report	Term 2 data analysis / actions + Report Indoor / Outdoor Review + Report	SL Action Plan Mid Year review	Term 4 data analysis / actions + Report Indoor / Outdoor Review + Report	Term 6 data analysis / actions + Report SL Action Plan Review
PHONICS	Baseline data analysis and actions + report	Term 1 data analysis / actions a+ report	Term 2 data analysis / actions + report	Term 3 data analysis / actions + report	Term 4 data analysis / actions + report	Term 6 data analysis / actions + report
PSHE	Previous year assessment check Booking visitors for the year	Anti-Bullying organization & curriculum provision Book scrutiny + report **ANTI-BULLYING FORTNIGHT**	Book Scrutiny + report Organize CBHE entries **CBHE ENTRIES**	Book scrutiny + report Booking visitors	SRE organization & curriculum provision Book scrutiny + report Organize CBHE entries **CBHE ENTRIES**	Intent / implementation / impact review + report Next steps & Resources
ARTS	Previous year assessment check Quizes & Fact File review from last year **INTERTEAM CHRISTMAS ART CBHE PTA CHRISTMAS CARDS**	Book & Planning scrutiny	Lesson scrutiny + Report	Lesson scrutiny + Report	Book & Planning scrutiny + report **INTERTEAM MASTERCHEF**	Intent / implementation / impact review + report Next steps & Resources

HUMANITIES	Previous year assessment check Quizes & Fact file review from last year	Book & Planning scrutiny (including Essays)	Lesson scrutiny + Report	Lesson scrutiny + Report	Book & Planning scrutiny + report (including Essays)	Intent / implementation / impact review + report Next steps & Resources
SCIENCE	Previous year assessment check Quizes & Fact file review from last year	Book & Planning scrutiny (including Essays)	Lesson scrutiny + Report	Lesson scrutiny + Report	Book & Planning scrutiny + report (including Essays)	Intent / implementation / impact review + report Next steps & Resources **INTERTEAM SCIENCE**
COMPUTING	Previous year assessment check Quizes & Fact file review from last year	Network & Planning scrutiny (including Essays)	Lesson scrutiny + Report Organise Internet safety **INTERNET SAFETY DAY**	Lesson scrutiny + Report	Network & Planning scrutiny + report (including Essays)	Intent / implementation / impact review + report Next steps & Resources
PE	Previous year assessment check Lesson & Planning Scrutiny Organize Interteam Sports **INTERTEAM SPORTS**	Lesson & Planning Scrutiny Organize Interteam Sports **INTERTEAM SPORTS** Organize Interteam Board Games **INTERTEAM BOARDGAMES**	Lesson & Planning Scrutiny Organize Interteam Sports **INTERTEAM SPORTS**	Lesson & Planning Scrutiny Organize Interteam Sports **INTERTEAM SPORTS**	Lesson & Panning Scrutiny rganize Interteam Sports **INTERTEAM SPORTS** Organize Maypole **MAYPOLE DANCES**	Intent / implementation / impact review & report Next steps & Resources Organize Interteam Sports Organize Sports Day **INTERTEAM SPORTS & SPORTS DAY**
RE	Previous year assessment check Quizes & Fact file review Organize Harvest Festival **HARVEST FESTIVAL**	Book & Planning Scrutiny + report (including Essays) Organize Journey day **JOURNEY DAY** Organize Christingle **CHRISTINGLE**	Spirituality across curriculum scrutiny + report	Book & Planning Scrutiny + report (including Essays) Organize Easter Experience **EASTER EXPEREINCE DAY**	Spirituality across curriculum scrutiny + report	Intent / implementation / impact review & report Next steps & Resources Organize Journey Day **JOURNEY DAY**
MUSIC	Previous year assessment check Quizes & Fact file review	Productions Scrutiny + report	Instruments lessons Scrutiny + report	Book scrutiny + report	Organize CBs Got Talent **CBs GOT TALENT SHOW**	Intent / implementation / impact review & report Next steps & Resources Productions Scrutiny + report
MFL	Previous year assessment check Quizes & Fact file review from last year	Book & Planning scrutiny (including Essays)	Lesson scrutiny + Report	Lesson scrutiny + Report	Book & Planning scrutiny + report (including Essays)	Intent / implementation / impact review + report Next steps & Resources

NON-CORE SUBJECT LEADER MONITORING AND EVALUATION REPORT

SUBJECT:	NAME:		TERM:	DATE:
LINK GOVERNOR:		SDP KEY PRIORITY:		

FOLLOW-UP FROM PREVIOUS SCRUTINY (EVIDENCE OF IMPACT OF OUR SCRUTINY)	
PREVIOUS ASPECT TO IMPROVE	EVIDENCE OF IMPACT

SCRUTINY THIS TERM	
WHAT IS THE FOCUS?	
AREAS OF SUCCESS (IMPLEMENTATION)	
AREAS TO IMPROVE (IMPLEMENTATION)	
ACTIONS TO IMPROVE (IMPLEMENTATION)	

SUBJECT RAG RATING	RED	AMBER	GREEN

CORE SUBJECT MONITORING & EVALUATION REPORT

SUBJECT					
Academic Year:	Date:		Term:	Leader:	Link Governor:

SDP KP **(INTENT)**	

Subject Leader analysis to focus on key points:
- Looking at specific areas – e.g. where is the area of best teaching, where is the area of good progress, where is the area of concern.
- Looking at 'groups' – is there an issue of gender / disadvantaged
- Looking at (in)consistency – of marking / of agreed teaching practice / of assessment

Data Analysis	
Areas of success **(IMPACT)**	
Areas to improve **(IMPLEMENTATION)**	
ACTIONS to improve **(IMPLEMENTATION)**	
Pupil Books	
Areas of success **(IMPACT)**	
Areas to improve **(IMPLEMENTATION)**	
ACTIONS to improve **(IMPLEMENTATION)**	
Quality First Teaching	
Areas of success **(IMPACT)**	
Areas to improve **(IMPLEMENTATION)**	
ACTIONS to improve **(IMPLEMENTATION)**	
Planning	
Areas of success **(IMPACT)**	
Areas to improve **(IMPLEMENTATION)**	
ACTIONS to improve **(IMPLEMENTATION)**	

RAG Rating*	RED	AMBER	**GREEN**

MARKING AND FEEDBACK

See the Marking and Feedback Policy for full details and for the marking codes.

Key points:

- Good handwriting modelled by adults
- Teacher RED pen, LSA or Supply GREEN pen, Pupils PURPLE PEN
- All work is marked – even if it is acknowledgement marking (tick)
- English and Maths – 2x pieces each week are DEEP MARKED – adult identifies something that was good and something to be worked on (Next Step) – these are in relation to the Learning Focus / Steps to Success. Furthermore spellings from Tier 1 and Tier 2 can be corrected for the child to copy our 3x
- EVERY DEEP MARK must be responded to by pupils in PURPLE PEN – we call this RESPONSE TO MARKING or R2M
- English extended writing – COLD, WARM, HOT are DEEP MARKED (and thus have an R2M)
- 1x piece of work in a 2 week Topic Unit should be DEEP MARKED (and thus have an R2M) – this could be the extended writing ESSAY at the end.
- Deep Marking:
  - Highlight in GREEN the bits that are good – according to the Learning Focus and Success Criteria
  - Highlight the bit to improve in PINK
  - Next Step – provide a task you want the child to do to improve their work...giving a prompt / or an example
  - Include some spellings from Tier 2 to improve – pupils write these 3 to 5 times in their book as part of the R2M session that follows

- Uses Shirley Clarke's concepts of Assessment For Learning (AfL)
- Uses theories and practice around Metacognition – EEF, Rosenshine

Key points:

PPT (PERSONAL PUPIL TARGET)

- All children will have a PPT – Personal Pupil Target - for English, Maths , Learning Powers
- These change each term – they are best when identified together between child and teacher
- The PPT works best when it relates to something being taught that term so the child can practice it (Retrieval) – so the teacher must guide the learner to objectives that will be taught that term
- Objectives need to be where the child can get to that term (Roshenshine's building on success)
- There are unlikely to be more than 4-6 different PPTs in any mixed age classroom if you are operating it correctly (objectives relating to that term, where the child needs to get too)
- An expert teacher will identify homework opportunities for PPTs to be practiced

LF Slips

- LF (Learning Focus) slips to be used in each lesson by the pupil to help them to 'zoom-in' (make visible) wat they are learning / practicing and how well they think they have done that lesson in those areas (self-assessment)
- An expect teacher will build in regular (weekly) ways to enable Peer assessments to re-inforce the pupil self-assessment. Making these visible on the LF slip will help (highlighters)
- An expert teacher will encourage the child to edit their work (using visible techniques – highlighters and purple pen) focusing on the learning focus.

Writing Ticklist

- A pupil-friendly tickilist of the key objectives in writing to achieve that year (including at greater depth level)
- To be a 'running tally' – each time there is any extended writing the pupil must be given time to look through their piece of wirting and tick-off on the ticklist the elements they achieve
- Over time this ticklist enables the child to identify what they are not doing enough of – they can then apply themselves to that skill in their next piece of writing

<u>**APPRAISAL**</u>

- Appraisals are used to measure performance against expected national standards for the role:
    - Teacher Standards for Teachers on Main Scale
    - Teacher Standards and UPS standards for Teachers on UPS
    - Educational Support Standards for LSAs and office staff
    - Headteacher Standards for Headteachers
- At Coombe Bissett the Headteacher is the line manager for all other roles.
- At the end of the Appraisal cycle the Headteacher will propose to governors a performance related pay progression or freeze based on the appraisal outcomes. The Governors pay panel will then decide. See Performance related Pay Progression Policy.
- The Headteacher cannot propose pay progression if the member of staff does not produce evidence. Staff are expected to present information to prove they have met all their objectives. They should keep this information in their **Performance Management Folder** (and **subject leader folder** where relevant).

Appraisal evaluates:

Teacher	Support
- Teacher Standards – quality of teaching - Pupil data outcomes - Whole school development - Subject Leadership	- Support staff standards – quality of learning support - Interventions - Other aspect?

Appraisal cycle:

Autumn	Term 1 = Meeting to set objectives / review last year
	Term 2 = Headteacher proposes performance related pay to Governing Body Pay Panel
Spring	Term 3 or 4 =Meeting to evaluate mid-year progression towards objectives
End of Summer Term	End of Term 6 = Meeting to evaluate performance against objectives (and standards)

<u>Performance standards concerns:</u>

- If there are concerns around performance not meeting standards then the process will be:

1. **Informal discussions** will be held with the individual – some of these aspects will have already been indicated to staff in their scrutiny feedback. Support will be put in place (advice, observing best practice, coaching). Observation / Scrutiny will then be repeated 2-3 weeks later.

2. If after these informal discussions and additional scrutiny there is no improvement then a **Formal Meeting** will be held focusing again on these aspects for improvement. A formal record will be kept of this meeting. Support will be put in place (advice, observing best practice, coaching). Observation / Scrutiny will then be repeated 2-3 weeks later.

3. If after this formal meeting stage there are still concerns then a **Formal Support Action Plan** will be drawn-up. Unions and HR will be involved.
   - This takes between 6-10 weeks
   - There will be an initial meeting to set out the concerns and agree the formal support required to help the member of staff achieve
   - There will be regular meetings along the way to identify progression / areas to work on to achieve the expected objective
   - There will a final review

4. If after the Formal Support Action Plan there are still concerns then the **CAPABILITY** process will be applied. Unions and HR are involved.

LESSON OBSERVATION AND SCRUTINY

- Unions advise there are 3 official lesson observations each term that count towards performance related pay progression

- However, this does not give the opportunity to monitor & evaluate / support / develop all aspects of a Teacher's and a Learning Support Assistant's skills

Teachers:

As such, here at Coombe Bissett:

- There will be 3x Official Lesson Observations each seasonal term
- There will be a further 3x lesson observations in the other terms – so a total of 6 each teacher each year
- If there are concerns the lesson observation frequency can increase
- There will be termly planning scrutiny
- There will be termly book scrutiny
- There will be termly class environment scrutiny

Feedback will be given from all of these to support the teacher to improve standards / support teacher development. This feedback should be kept by the teacher as their evidence for their file.

Core Subject Leaders will do a lesson visit each term and will also provide feedback to support teacher development.

LSAs:

As such, here at Coombe Bissett:

- There will be 3x official observations of LSAs
- There will be termly observations of interventions

Feedback will be given from all of these to support the LSA to improve standards / support LSA development. This feedback should be kept by the LSA as their evidence for their file.

<div align="center">**PRESENTATION POLICY AND LEARNING ENVIRONMENT**</div>

Read the Presentation Policy for full details.

<u>Learning environments:</u>

A tidy, well organised learning environment is an excellent model for the children, good for mental health as well as making your life easier.

- Ensure you have:
  - Dedicated box for homework
  - Dedicated box for letters to go out
  - Dedicated box / tray for unfinished work (to be finished later in the child's time)
  - Dedicated space for the worksheets for the day
  - Resources are in in accessible / labelled storage – and returned to storage promptly

- Ensure the classroom is neat and tidy at regular points in the day – set an expectation the children will keep it tidy or do so in their playtime.
- Ensure any extra resources are kept in a dedicated space / cupboard to enable movement around the room – and when finished with are returned to the correct storage area and put away neatly.

<u>Staff handwriting on display / in books:</u>

- Model good handwriting to pupils

<u>Displays:</u>

- Topic boards build over the 2 week period but include a FACT FILE – there will be images, facts, dates, etc.
- English and Maths working walls follow the agreed approach and are ready for the first Monday of each unit – they will also build / evolve each lesson.
- English and Maths working walls also need pupil produced elements (e.g. vocabulary).
- Behaviour and Values boards have the agreed resources on them.
- Displays in halls / corridors have pupil work named and backed (unless photo), have learning objective displayed , have success criteria displayed and stringed up to work.