



Micklem Primary School
Teaching and Learning Policy

Responsible Committee	Curriculum
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Signed on behalf of the Governing Body	<i>K Shah</i>
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Purpose

This policy aims to define and uphold high standards of teaching and learning within the school, ensuring every student achieves their full potential in a supportive and effective learning environment.

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1. Introduction and Aims

Be Kind. Show Respect. Aim High.

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to provide and promote a learning environment and culture to enable pupils to embrace a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

2. Vision and Values

School Vision

At Micklem, we put the whole-child at the centre of everything we do, and have high hopes for supporting and developing the next generation to be world-changers.

Our practice is underpinned by several key ideas:

- We believe that every child can learn.
- No Outsiders - everyone belongs in our school no matter their background - we respect everyone.
- Family support and collaborative working is vital.
- Learning can take place anywhere.
- Successful development of skills such as emotional recognition and regulation are a key part of learning and growing.
- We have High Hopes for all of our children and are driven to support them in being successful now and in the future.
- Our Teaching and Learning policy is centred around wanting children to '*Aim High*', one of our three core school rules.

We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and stimulating environment.

Teaching and learning values

We value creativity, inclusivity, resilience, and respect across all elements of our teaching and learning. These values inform the methodologies and approaches employed in the school. We will actively promote equality and foster positive attitudes and commitment to an education for equality.

We believe that children learn best when they are supported in a safe environment where they feel that they can take on challenges, are interested and motivated and feel valued. Our teaching and environment aim to encourage the development of the key aspects of self-esteem:

- Belonging - we value and encourage all children's contributions.

- Aspirations - we encourage children to work towards their own personal achievable goals. High aspirations from the staff at our school contribute greatly.
- Safety - consistency and clarity in expectations enable children to feel safe.
- Identity - we respect and value difference and encourage children to learn and thrive in our inclusive environment.
- Challenge - children are taught to take risks and learn through mistakes. A high focus on development of emotional regulation and coping strategies lay the foundation for this life skill.
- Success - everyone can succeed. Success is recognised and celebrated regularly.

3. The Learning Environment

The Physical Environment

Our physical learning environments are arranged to facilitate independence along with providing calm, safe spaces conducive for optimal learning.

All of our classrooms and learning spaces will provide:

- an inviting clean and tidy workspace for all.
- furniture arranged to provide a safe and flexible learning environment with a focus carpet space for EY and KS1.
- a dedicated and inviting reading area with access to age-appropriate texts for children to access throughout the day.
- access to clearly labelled resources to provide support and encourage independence.
- in Early Years and year 1 spaces, indoor and outdoor dedicated role-play and themed areas to promote child-initiated learning and exploration through play.
- a stimulating work environment through useful displays and working walls, designed to support learning and celebrate achievement.
 - All displays will be backed in hessian and bordered with black for a muted tone.
 - Maths (light yellow) and English (light blue) working walls will be updated with current learning. Modelled examples will be visible.
 - School rules will be displayed clearly in every room.
 - Vocabulary for all subjects will be a focus of displays.
 - A visual timetable, updated daily, will be on display in all classrooms.
 - A science display with current learning and vocabulary.
 - Foundation subject displays with current learning and vocabulary.
 - A computing display with online safety tips and current vocabulary.
 - Jigsaw PSHE display with current focus.
 - In EY and KS1 classes, a phonics display with ELS sounds clearly displayed.

Our EYFS and Year 1 environments provide opportunities for children to express themselves using a variety of media and suitable materials to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop self-awareness and self-confidence.

In our EYFS and Year 1 classrooms, we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued

and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

What do our lessons look like?

Our lessons are taught using routines and strategies that follow each child from EYFS to Year 6. This structure allows children to access the learning with more confidence due to understanding what is expected.

All of our lessons, in every subject, will begin with a review of previous learning. This allows children to retrieve knowledge previously learnt and have it at the forefront of their minds to link to current and future learning. Our teachers will facilitate the linking of ideas and concepts through direct instruction and questioning.

A learning objective and success criteria will be shared and discussed at the beginning of every lesson to ensure the children know what they are learning.

A focus on vocabulary is a vital aspect of every lesson to enable understanding and consolidation of learning. Children are taught '*my turn, your turn*' to enable them to hear vocabulary before repeating - this is used throughout the school. Each subject and lesson will have identified vocabulary for teachers to focus on and identify origin and meanings. This vocabulary will include subject specific tier 3 vocabulary and the children will collect and define these words to enable them to refer back when required.

Our lessons follow the '*I do, we do, you do*' approach allowing children to see ideas, concepts and skills modelled explicitly by the teacher, work together as a class to do one together giving them the confidence to then work independently.

Lessons encourage the development of positive behaviours for learning through high expectations for behaviour (see behaviour policy) and routines that the children are familiar with. These behaviours for learning are vital for the development of skills that will be utilised in school and life beyond. These routines include the giving of clear and concise instructions E.g.: '*magnet eyes on me*' and the setting of expectations for the classroom through class charters and our school rules: Be Kind. Show Respect. Aim High.

Vocabulary banks and mind maps of ideas will be regularly seen in lessons to give the children ideas and starting points alongside the modelling of tasks.

Templates and worksheets will be provided where appropriate and a reduction of the use of these will be seen in KS2. Where templates are used, they will be stuck into books neatly.

Our children will have the opportunity in every lesson to edit and improve their own work, encouraging them to aim high with their learning and produce work that they can be proud of (see section 5). We celebrate successes in lessons through the sharing of ideas and work.

Use of resources and technology

Our curriculum will be supplemented with the use of concrete resources and technology where appropriate. Children have access to many online learning platforms to support and supplement their learning including Numbots, TT Rockstars, Reading Plus, Purple Mash and Spelling Shed. Children have individual logins for these platforms that can also be accessed at home. In maths, concrete resources will be used regularly to demonstrate concepts and consolidate understanding through physical handling of manipulatives. Historic artefacts and geographical resources will be used in relevant lessons to develop skills and technology will be used to research, collate and present ideas, writing and information where required.

Presentation

Our books will be presented in the same way across the school.

- All work will be dated on the left-hand side of the page and underlined with a ruler. Long date for all subjects apart from maths where only the short date is required in the format dd/mm/yy.
- Every lesson will have a learning objective and a success criteria.
- Every lesson will start a new page unless it is a continuation of a previous lesson (for example, a draft piece of writing) where the short date will be put in the margin at the point of the new lesson.
- In maths lessons, all work must be completed in pencil. Pupils will write 1 digit in each square for working. Work in workbooks will be neat. No rubbers will be used in maths books.
- For any corrections in books, crossing-out will be done with a pencil and ruler.
- Worksheets will be used sparingly- especially in KS2.
- Where worksheets are used, they must be stuck straight and trimmed, not overhanging the edge of pages.
- All children are encouraged to *Aim High* with their presentation at all times.

4. Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Our Early Years Foundation Stage comprises of a full day Nursery for children aged from 3 and a full time reception class.

Parents are included in their child's learning journey via Tapestry, emails, Homework, Notice boards and the Website. School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers on an open evening in July. Parents are invited into school throughout the year for things such as workshops, sharing assemblies and social events.

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website.

We have a Health and Safety policy which all staff and students are familiar with and all staff receive basic first aid training in school annually. EYFS staff have had paediatric first aid training.

Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School and on the school website.

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) available at school and on the school website.

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the kitchen area and all adults involved are informed.

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in classrooms so everyone is aware of the individual needs.

Information about the Early Years curriculum, environment and assessment can be found in the relevant sections of this policy.

5. Curriculum Planning and Delivery

Our Curriculum

Pedagogy

In line with our school's learning intent, we want to engage and excite all our children in their learning. We want our children to be curious, to develop the skills to learn independently and for new skills, knowledge and learning to support vocabulary, language development and communication. We acknowledge that children at Micklem School come from diverse backgrounds with a wide range of experiences. For some children experiences will have been limited and for these children there may not be the cultural capital and/or vocabulary to access learning on an equal footing to their peers. Our curriculum and experiences have been designed with this at the forefront.

EYFS and Year 1

Design

The Early Years Foundation stage provides a solid base for every child's school experience. For this reason, it is imperative that the curriculum in Early Years seeks to promote development and growth of all children to enable them to continue their school journey.

At Micklem, we fully understand and value the importance of previous experiences of our children, and use this as a starting point for their school journey in Reception. We follow the Statutory Framework for Early Years and have designed our curriculum for our Nursery and Reception classes around this. This framework is continued into year 1 with targeted areas of the national curriculum taught and practiced, by continuing opportunities for children to explore and develop through different mediums.

Delivery

We aim to provide a stimulating and rich environment for all children. Our learning is based around topics every half-term and we use high-quality texts and resources to complement and reinforce learning.

Our focus in EYFS is to secure progress and development in the three prime areas of learning along with the four specific areas of learning. These are:

Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding the World

Our EYFS curriculum is designed to enable children to develop and progress in the seven areas of learning whilst developing characteristics for learning through planned activities. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other, and activities are planned carefully. These activities are balanced between teacher led, teacher supported and independent learning through continuous provision to allow children to progress and grow.

Learning to read is a vital life skill and our EYFS curriculum places great emphasis on the teaching of reading through our daily Essential Letters and Sounds phonics lessons. This phonics programme ensures the essential teaching to enable children to read fluently and develop skills in comprehension, vocabulary and spelling. We work hard to enable children to develop not only the skill of reading, but also the love of reading and books through exposure to high-quality texts and access to a range of texts that they can read both in school and at home. This emphasis on developing reading skills and a love of reading continues into year 1 with dedicated phonics lessons.

Early mark making is developed through our EYFS curriculum, moving onto the writing and formation of letters to make words through our phonics programme. A focus on fine motor skills, essential for holding and using a pencil/pen, is developed through specially selected texts and activities designed to develop these skills. This is continued into year 1 with a focus on rich texts and activities to further develop writing skills, identifying areas of the National Curriculum and working towards these.

Early maths skills are taught using the White Rose maths scheme. We focus on the recognition and understanding of number which provides a solid foundation for the mathematics that children will encounter in Year 1 and beyond. Year 1 continue with this scheme, building on the foundations learned in Early Years, using concrete resources to consolidate and develop further understanding in mathematical concepts.

As part of Understanding the World, all children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology. At

Micklem we will always strive to invite a range of visitors into school for example animal encounters and people with varying job roles. We will also carry out local visits in order for the children to develop a sense of where they live and the natural world. This continues into year one with National Curriculum statements in Science, Geography, History and RE being a focus of planning and opportunities for children to develop skills and knowledge within the provision.

Expressive Art and Design provides opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching through various times during the year. Children are given the opportunity to participate in school productions and assemblies. This continues into year 1 with specific National Curriculum statements being a focus within this provision.

Both EYFS classrooms and year 1 have a dedicated outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there are a variety of resources to facilitate learning. In this area EYFS and year 1 staff provide planned activities for children as well as giving opportunities for them to make their own choices. At Micklem we recognise the importance of outdoor learning and we aim to create an outdoor area which is stimulating, exciting, takes account of the children's interests and is used throughout the year as a learning environment.

Years 2-6

Design

We have built our curriculum to ensure our children develop the knowledge and skills needed to succeed in their education and beyond in the 21st century. We are committed to providing a broad and balanced curriculum that inspires and engages, whilst also promoting the development of social, emotional and communication skills that are essential for life beyond education. Our curriculum is progressive, providing opportunities for knowledge and skills to be practiced and built upon, with the aim of ensuring children become enthusiastic and confident learners.

Delivery

Our opportunities for learning and development continue throughout our carefully planned curriculum.

English and maths lessons are taught daily with science being taught once a week for two hours.

History, geography, art and DT are taught weekly on a half-termly basis. Children will have lessons in each of these subjects for three half-terms a year.

PE lessons are taught twice a week with RE, PSHCE, computing, music and French (in KS2) happening weekly throughout the year.

Lesson Planning

Our EYFS and Year 1 curriculum has an overarching long term plan which gives details of themes across the year including festivals and seasons. Our medium term plans give more detail for each half term but are not rigid or 'set in stone'. Weekly adult led planning will be completed for Reception and Year 1 for English, Maths and Phonics. For Nursery a weekly plan will include detail

of adult led sessions and phonics. Child initiated learning opportunities are carefully planned in EYFS and Year 1 classrooms, catering both to the children's interests and providing enhancements to allow children to gain or explore specific skills or knowledge. Year 1 has a specific focus on meeting the age related National Curriculum expectations in specific subjects, but opportunities for developing understanding, promoting curiosity and further exploration of these expectations are provided in the environment. These are identified in the medium term planning.

Our curriculum in years 2-6 is carefully structured to ensure progression of knowledge and skills. Each subject is planned on a half-termly basis with medium term planning including clear learning objectives, success criteria (steps to be successful) and key knowledge and skills to be taught in every unit.

What we learn

Our curriculum embraces the programs of study set out in the National Curriculum guidance for all subjects.

English - Reading and Writing

In reading, our children learn to read through the teaching of the Essential Letters and Sounds (ELS) phonics program through EYFS and Year 1. All children have access to and are encouraged to access a wide range of texts offered in class reading areas with daily class reading by the class teacher, modelling the fluency and prosody of reading aloud.

Daily whole class guided reading sessions from Year 2 upwards give the opportunity for children to access different genres of text to develop skills in understanding vocabulary, inferring meaning, retrieving information, predicting, explaining and summarising. Children will be introduced to various fiction and non-fiction texts, as well as studying poetry and song lyrics to offer a broad range. They will have the support to develop fluency and expression through clear modelling and practice. Children have the opportunity to visit our school library to borrow from a wide range of books on a regular basis, as well as having an age and ability appropriate reading book from our progressive reading scheme to read daily at home with an adult. These reading bands contain 'real' books banded to their appropriate level. Children in KS2 will have access to the online reading platform Reading Plus that provides interesting and engaging texts and adapts to individual children's ability as they progress. This program uses technology to assess word reading, vocabulary and different aspects of comprehension. Children will use this for three 30 minute sessions a week. Teachers will assess reading fluency by listening to all children read at least every half-term through the phonics program or reading bands and comprehension assessments will be completed on a termly basis, allowing the children to use their reading skills.

In writing, we use high-quality, engaging texts as a starting point to teach the different skills and genres of writing. Each lesson has a purpose and children are taught the process of writing to support their learning journey. Grammar skills and knowledge are taught through our English units and grammar specific lessons where required, with each year group having an initial 4 week intense focus on grammar and sentence structure at the beginning of the academic year. Spelling is taught weekly using the Spelling Shed scheme of work and related spellings for the lesson are set online as homework for that week. The skill of editing is taught explicitly from Year 1 and beyond, ensuring that our children have the skills to proof-read their own work and improve it where required by the time they leave us. All writing skills taught are progressive and mapped to show what will be taught in each year.

Handwriting is taught weekly using the Letterjoin scheme and practiced daily. Legible, joined handwriting is the aim for all children by the end of Year 6.

We use writing checklists for each year group to assess longer pieces of writing and moderate as a school and as part of a cluster to ensure teacher assessment is fair and accurate.

[English progression](#)

[Writing Checklists- years 1-6](#)

Maths

In Mathematics, we follow the White Rose mastery scheme of work which ensures essential skills and knowledge are taught in smaller, clear steps. Children have the opportunity to practice and apply skills to different types of questions, developing number confidence and skills of reasoning while having access to pictorial and concrete resources to further understanding and mastery. Micklem follows the White Rose preferred calculation strategies that are highlighted in the maths progression document. We have Times Tables Rockstars to aid with fluency of multiplication tables in KS2, Numbots to aid with fluency of number facts in KS1 and daily fluency sessions that focus on deepening understanding of using number in different ways to develop mental strategies and arithmetic without the use of concrete resources. Maths is assessed summatively at the end of each teaching block to enable teachers to identify any concepts that require further focus. The Maths Progression document also includes our calculation progression that is used throughout the school from Nursery and EYFS to Year 6.

[Maths Progression](#)

Science

An understanding of science in our ever-changing world is essential for children. It links practical experience with ideas and promotes natural curiosity. Our science curriculum is designed to allow progression of scientific skills and experience with planning and conducting investigations in a fair and concise way. Our science units are planned using the Grammarsaurus scheme with supplementary teaching of scientists and scientific discoveries embedded within. Children are assessed on their ability to work scientifically and recall important knowledge through half-termly assessments and investigations.

Foundation Subjects

Our foundation subjects are planned clearly using progressive skills, skills that are practiced regularly and build-up in complexity as children progress through the school. Progression in each subject area is assessed through the milestone statements, the goals that all children are aiming to achieve in a particular subject in a year. These are highlighted clearly in our Science and Foundation Subjects progression document.

[Science and Foundation Subjects Progression document](#)

Our curriculum encourages children to develop independent thinking skills and questioning. We have selected the curriculum content based on the national curriculum and ensure that we identify aspects of the local area that are of importance in different subjects.

In History, we teach the children about significant eras and events in British history, world history and also identify where these link to the local area that we live in. For example, the Roman

Verulamium in St Albans, Tudor buildings and history in Hemel Hempstead and the remains of Berkhamsted Castle. Children will develop the confidence and skills to analyse, investigate and question while understanding how historical events have shaped the world around them.

In Geography, we want to spark a curiosity about the world that we live in whilst introducing and reiterating knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth and its key physical and human processes. Children will develop a solid understanding of where they are in the world and understand that different places elsewhere may be vastly different. Physical processes are taught through natural hazards whilst river studies and map skills take a more practical approach, visiting the local area, with vital geographical field skills being taught and developed.

Our Art and Design curriculum has been planned to allow children to explore different forms of art from a range of artists and designers, from a range of backgrounds. Children will study drawing, painting, printing, sculpture and collage in different year groups, allowing for the growth of skills in these areas and the confidence to use different mediums.

Our Design and Technology (DT) curriculum allows children to develop confidence in the stages of developing a product and gives them the opportunity to explore and create mechanical systems, structures, textiles, computer programming and food in different years.

For Computing, Purple Mash provides the outline for our planning that allows the children to become confident with using the systems available for different aspects such as coding, word processing and spreadsheets. We explicitly teach the topic of e-safety and children are taught, in an age appropriate way, how to stay safe online and about the importance of this.

Physical Education (PE) is taught using Get Set 4 PE. Our children are introduced to a range of different sports that are revisited during different years, building on basic skills and allowing children to become confident and proficient. Swimming is taught in a 3 week block at the beginning of each year. Every year group will have the opportunity to swim, building to the National Curriculum expectations by the time they leave in Year 6.

Religious Education (RE) is taught using the Jigsaw RE scheme of work, which allows our children to be introduced to different world religions and gain a deeper understanding of belief and values. It is an enquiry based scheme, where questions are posed and answered each lesson through teaching. RE is taught weekly in years 1-6.

Personal, Social, Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural development (SMSC) is taught through Jigsaw PSHE. This scheme splits each aspect into a piece of a jigsaw that represents understanding building up over time. Through this, our children have the opportunity to discuss and reflect on what is happening in the world around them, allowing them to develop the progressive knowledge, skills and attributes needed to keep themselves healthy and safe and prepared for life and work. It also covers compulsory Relationship and Sex Education (RSE) in an age appropriate way.

French is taught from Year 3 and through the Rising Stars scheme of work, children will develop confidence in both conversational and written communication around different topics. In Year 6, children have the opportunity to link with a school in France and write to a pen friend. Our French lessons are taught by a specialist adult who is fluent in French.

Music is taught to all classes using a progressive music curriculum. Year 4 have the opportunity to have whole class cornet lessons as part of our music curriculum. In their lessons, children will have

the opportunity to listen to music, learn and understand key vocabulary, sing and play instruments.

Extra-curricular and enhancements

Within our school life and as part of our curriculum in different subjects, children will have many opportunities to take their learning outside of the classroom or take part in clubs to enhance their skills. As a school, we offer many subject trips to supplement and consolidate learning and also provide children with the opportunity to learn a musical instrument with a music specialist. Our extra-curricular activities offer many sports, crafts and music choices for children to learn new skills or to become more confident and proficient at existing ones. All of our extra-curricular activities are led by our members of staff who want to share their diverse range of skills, interests and talents. We offer a minimum of a half-term of forest school for every class which allows children to explore and practice specific skills and develop further knowledge, as well as promoting curiosity, cooperation and respect for our environment.

Homework

Homework at Micklem will be purposeful. The purpose is to support learning in meaningful ways. It will give children the opportunity to practise skills taught in school and will help to strengthen memory and understanding through repetition. It also encourages children to be independent and allows parents/carers to involve themselves in their child's learning. It introduces children gradually to independent learning, preparing them for secondary school where homework is more frequent.

At Micklem, children are expected to read every night with a parent/carer. This frequent and consistent practise of the skill of reading has many benefits:

- Strengthens phonics and word recognition skills.
- Improves fluency.
- Improves vocabulary, spelling and grammar.
- Develops imagination and creativity.
- Directly impacts other curriculum areas, especially writing, in a positive way.

Reading is an important skill that requires regular practice and supporting at home really drives progress.

Whilst reading is the only regularly expected homework, all children have access to a range of online educational platforms used in school that can provide them with engaging games and activities to practice skills at home. These online platforms include:

- Spelling Shed
- Purple Mash
- Numbots
- TT Rockstars
- Reading Plus

Year 6 may be expected to complete more work at home as teachers begin to prepare them for life at secondary school. This may require them to complete further maths, grammar or reading comprehension practice.

5. Feedback, marking and editing

At Micklem Primary School, our Feedback and Marking expectations are established upon the research and best practice cited in *Mark Less, Mark Better: A How-To Guide to Live Marking and A Marked Improvement?* and *A review of the evidence of written marking (EEF, 2016)*.

We believe that effective feedback should:

- Be provided to pupils as close as possible to the date on which it was produced.
- Be transferred away from teachers to the pupils themselves, where possible and appropriate.
- Be provided in the moment, wherever possible, to reduce teacher workload and increase the impact pupil progress.
- Be highly valued by all, with time being allocated for pupils to respond.

In line with the DfE's report: *Eliminating Unnecessary Workload Around Marking*, three principles underpin our vision for effective marking in particular.

It should be:

1. **Meaningful** – Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Our teachers are encouraged to adjust learning to inform next steps and planning of teaching and learning.

2. **Manageable** – Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of our teachers.

3. **Motivating** – Marking should help to motivate pupils to progress.

At Micklem, all of our lessons use the *live marking* approach. This is feedback and marking that happens within the lesson, in the moment, leading to immediate action by the pupil. There can sometimes be a tendency to mark obvious errors first (e.g. glaring spelling and punctuation errors), however, this type of marking should be focused on specific criteria. To ensure this is impactful, adults should mark specifically against the success criteria, having model answers to hand.

Editing skills are taught explicitly from Year 1 and throughout the school to ensure children have the skills to edit more independently by KS2. This is modelled by teachers through modelled and shared writing in lessons.

Marking will be completed in the lesson using the following expectations.

- Adults will mark in blue pen. Children will write in pencil in KS1 and black pen in KS2.
- Adults will use highlighters to provide visible feedback about success (pink) and areas for development (green). The success criteria will be used to inform this marking.
- Verbal feedback will be given in the moment and children will act upon it there and then. All editing will be completed in green pen, showing where the children have made amendments either independently or with verbal feedback from an adult or peer.
- Peer marking will be completed in green pen and corrections made at the point of marking.
- If work has been completed with adult input, the following marking codes will be used to identify this
 - AL - work has been led by an adult
 - I - work has been completed independently after a time of adult guidance
 - VF - to identify a great input of verbal feedback. NB- this will not be for all as
- Small bursts of verbal feedback will be seen through green pen editing.
- Responses to adult blue pen questions, where used, to be completed in green pen.

- For longer pieces of writing, adults will give children appropriate feedback to allow them to edit and improve their work through 1:1 conferencing. Children will make any changes to this work in green pen before writing up.
- Corrections to spelling, punctuation and grammar will be identified in lessons and corrected through the live marking process.

6. Assessment and pupil outcomes

At Micklem, we use four gradings to describe how a child is accessing a subject:

- PRE - Working at Pre-Curriculum Expectations (of that year group)
- WTS - Working Towards the Curriculum Expectations (of that year group)
- EXS - Working at the Expected Standard (of that year group)
- GDS - Working at Greater Depth

At interim checkpoints during the year, judgements would be made on the basis of what has been taught so far at that point in time. The judgements are about being 'on track to' achieve, i.e.:

- On track to be Working at Pre-Curriculum Expectations (of that year group)
- On track to be Working Towards the Curriculum Expectation (of that year group)
- On track to be Working at the Expected Standard (of that year group)
- On track to be Working at Greater Depth

A child who is demonstrating secure understanding of all the curriculum content that has been taught up to a certain point in time would be 'On track to be working at the Expected Standard'. If they continue to make good progress to the end of the year, they would end the year 'Working at the Expected Standard'.

For children working at pre-curriculum expectations significantly below their year group, we use additional measures to assess their small steps of progress. In Early Years, this is the 'Individual Assessment of Early Learning and Development' (IAELD) and in Key Stage 1 and 2 this is the 'Collett Assessing Pupil Progress System' (CAPPS).

In our EYFS classrooms, our assessment will be based on the professional judgement of our staff. Development Matters and Birth to Five Matters will be used as reference materials to judge whether a child is at the expected level of development on entry and throughout the year. The Tapestry online journal system will be used to record significant learning moments for the children and these will be shared with parents.

At the end of Key Stage 1 and 2, children who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study, are assessed with [Pre-key stage 1 standards](#) and [Pre-key stage 2 standards](#) standards. Where pupils are not engaged in subject-specific study at these points, [The Engagement Model](#) is used.

In addition to assessing formatively throughout the year, we will use summative assessments to inform the assessment of future teaching in Reading, Writing and Maths. Assessments for these subjects will be carried out in a variety of ways:

Reading

- Termly assessments through Reading Plus to assess word-reading rates and comprehension.
- A termly reading comprehension will be carried out in Year 5.

- Teachers listen to children read every half term to assess their progress and ensure they are accessing the correct book band.
- Phonics is assessed in Reception, Year 1 and 2 at the end of each block, using the ELS tracker.

Writing

- Termly use of the writing Teacher Assessment Framework (TAFs).
 - [Writing Checklists- years 1-6.pdf](#)

Maths

- Termly assessments through White Rose assessment materials (arithmetic and reasoning).
- Where required, staff can use the White Rose end of unit assessments to explore barriers to learning.

Data for Reading, Writing, Maths and Science will be shared half termly with members of SLT and will be reviewed termly with teachers in Pupil Progress Meetings.

We assess our Foundation Subjects based on our progression documents. This means that children will be assessed based on what they have shown during the lessons that were taught for each subject. There will not be formal examinations used to grade children's knowledge in foundation subjects. Teachers will review termly, how well a child is accessing different subjects.

Statutory Assessments

Statutory assessments are national tests and teacher assessments that all schools are legally required to carry out to measure pupil's progress and attainment at key stages of their education.

When children enter the Reception class they will be assessed using the statutory Government Reception Baseline Assessment.

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are at Emerging or Expected level.

At the end of year 1, children will take the statutory phonics screening test to assess their understanding of phonics, including decoding and blending. This assessment will be led by a familiar adult in the school day.

At the end of year 4, children will take the statutory multiplication check which consists of 25 quick-fire multiplication questions that they will be required to answer. Appropriate focus will be given at school to develop confidence and the test is taken using a national online platform.

At the end of year 6, children will take the statutory KS2 tests in Reading, SPAG (Spelling, punctuation and grammar) and Mathematics. Their writing skills will also be assessed by teaching staff in school and are sometimes moderated by the Local Authority. Careful planning, teaching and preparation is made to ensure that children know what to expect and feel comfortable and confident during these national assessments.

7. Roles and responsibilities of stakeholders

School Leadership (Headteacher, Deputy Headteacher, Senior Leaders)

School leaders in our school community will:

- Set high expectations for teaching and learning across the school.

- Provide teachers and support staff with the resources, training and support they need.
- Monitor and evaluate the quality of teaching and pupil progress.
- Create a safe, inclusive and stimulating learning environment.
- Work with governors, parents, external professionals and the community to support children's education.
- Model behaviours for our school rules: Be Kind. Show Respect. Aim High.

Teachers

Teachers in our school community will:

- Plan and deliver engaging, age-appropriate lessons that meet the curriculum standards.
- Adapt, model and scaffold teaching and resources to support all children, including those with special educational needs and disabilities (SEND).
- Encourage creativity, curiosity and a love of learning.
- Assess children's progress regularly and give constructive feedback.
- Maintain positive behaviour management, ensuring classrooms are safe and respectful.
- Communicate with parents about children's learning and well-being.
- Model behaviours for our school rules: Be Kind. Show Respect. Aim High.

Teaching assistants and support staff

Teaching assistants and support staff in our school community will:

- Support teachers in delivering lessons and helping individuals or small groups.
- Provide care and encouragement to children who need extra support.
- Contribute to maintaining a safe and welcoming environment for all children.
- Assist with classroom organisation, resources and learning activities.
- Support pupils with additional needs through specialist interventions.
- Model behaviours for our school rules: Be Kind. Show Respect. Aim High.

Children

Children in our school community will:

- Be kind and considerate to everyone in our school community and beyond.
- Show respect to everyone, all equipment and their environment by listening, communicating kindly, following instructions, participating and cooperating with others.
- Aim high by taking pride in their work, showing resilience and perseverance and celebrating achievements.

Parents/Carers

Parents/Carers in our school community will:

- Support their child's learning at home with reading, homework and encouraging good habits.
- Ensure good attendance, punctuality and readiness for school.
- Communicate with teachers about their child's progress, needs or concerns.
- Encourage positive attitudes towards learning, behaviour and respect.
- Model behaviours for our school rules: Be Kind. Show Respect. Aim High.
- Attend school meetings and events where possible.

Governing Body

The Governing Body in our school community will:

- Approve and oversee the teaching and learning policy.
- Support the headteacher and hold them accountable for standards.
- Ensure resources and training are in place to improve teaching and learning.
- Monitor outcomes to ensure all pupils are making progress.
- Promote inclusion, safeguarding and equality of opportunity.
- Model behaviours for our school rules: Be Kind. Show Respect. Aim High.

Community and External Agencies

Members of the community and external agency representatives in our school community will:

- Provide enrichment opportunities: visits, workshops, clubs.
- Support pupils with additional needs through specialist services.
- Work in partnership with the school to promote children's well-being and development.
- Help connect classroom learning to real-world experiences.
- Model behaviours for our school rules: Be Kind. Show Respect. Aim High