

## SWANMORE PRIMARY SCHOOL



### Learning Policy

#### Vision Statement

Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

#### Curriculum design statement

Swanmore Church of England Primary School's curriculum is designed to meet our Christian values of Honesty, Charity and Respect and to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

Through high quality inclusive teaching, we place emphasis on the basic skills of reading, writing and maths, providing children with the knowledge, skills and understanding they require to access the creative, broad and balanced curriculum we offer. We use the acronym MAGIC (Motivation, Attitude, Gumption, Individuality and Communication) to foster Learning Habits with the children that can be applied in any phase of their education and lives. Children develop positive behaviours through our school rules of Ready, Respect, Safe.

Our curriculum reaches wider than that of the National Curriculum, as we want to develop and support the character and personality of our children, so they are best placed to become active, caring members of the community.

We structure learning through exciting, enjoyable and motivating projects, which set out engaging learning to motivate the children, spark their interest and inspire our children to want to find out more. We do this through the process of 'Hook, Ownership and Audience'. All projects begin with an experience (the hook) to lead them into their learning. Within their learning we look for them to pursue their own interests (ownership), so they enjoy and engage in it fully. Finally, they are given opportunities to share their learning with others (the audience), who can critique and advise on how they could develop it further, as well as celebrating all that has been learnt. Children have opportunities to share their learning with each other, their parents and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is an important aspect of our teaching and learning.

Most lessons are taught within projects across the year whilst aspects of the curriculum are taught discretely. This has been implemented to ensure coverage and progression in a number of curriculum areas. This approach enables topic-based learning, fostering children's curiosity and interest throughout each topic. It enables the achievement of knowledge and skills, which are transferable to other aspects of their learning. The curriculum is planned, reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles of: Experiential, Curiosity, Independence, Resilience, Rich Language and community to help children acquire a balance between knowledge

acquisition and learning relevant skills. The curriculum has been carefully designed to ensure coverage and progression. This will enable our children to learn, develop a range of transferrable skills, build on prior learning and make connections to embed their learning. We aim to provide learning experiences that the children will remember beyond their school days.

As a school we value the importance of developing a love for reading because this 'opens the world' them enabling them to access the wider curriculum, seeing the potential in the wider world. We strive for children to become fluent readers, ready to progress on to their next stage of their education. Our library and librarian ensure the children meet a range of experiences. This includes visits from authors, playtime story sessions, reading activities and access to the outside library. Phonics and spelling is taught systematically through Read Write Inc. and we use a range of reading scheme books. Early readers have a book, which is focused on the application of learnt phonemes, as well as a book for challenge and to learn new skills.

We believe the outside environment is a fantastic stimulus for the children and embed this from Year R to Year 6. This enriches our school curriculum and can include Welly Walks, den building and fires in the copse. We are also fortunate to have access to woodlands which the children visit regularly throughout their time at Swanmore. This broadens their curriculum by learning about the outdoors as well as developing their respect and appreciation of the natural environment, whilst promoting the importance of quiet reflection. We have a comprehensive residential programme from Year 3 to Year 6 including camping on the field and in the woods, nights in Minstead Study Centre, walks around Swanage and a week exploring the Welsh hills at the Hampshire Mountain Centre. Together, our outside learning ensures children develop self confidence, spirituality team work. They develop independence, resilience and responsibility, and it enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning.

We teach Personal, Social and Health Education (PSHE) and follow the Hampshire 'Living Difference' Scheme for RE, incorporating the Understanding Christianity resource. This combination supports a broader understanding of Christianity, Judaism, Hinduism and Islam. Worship is a central part of the school day, aiming to develop children's knowledge, awareness and understanding of the Christian faith, encourage understanding and respect for other faiths and help them to become reflective individuals. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development. This ensures that children are well prepared for life in modern Britain and have experiences rooted in British values. The school is incorporating the 'Global Neighbours' scheme through Christian Aid and has fostered links with a church and school in Ghana to support our international education.

The curriculum is designed to ensure our children build cultural capital and have wider world experiences. It includes a wide range of experiences, including performances, gardening and cooking. We look for opportunities to work with the community and build links with different groups. Our local area and community is frequently embedded in learning, and engagement to enrich their learning experiences; whether visiting the local church, woods, library or conducting surveys and research within the village. We offer day trips to identified families, so they and their children can experience wider opportunities beyond their local area.

Our curriculum is further enriched through a range of educational trips, external workshops for children, visiting performing arts companies and other professionals. Our 'Enterprise' programme offers the opportunity for children to gain first-hand experiences of budgeting and marketing. A varied timetable of extra-curricular activities is also offered, with clubs that support the core curriculum, as well as those which develop specialist skills. This further extends the range of children's experiences. High quality visits and visitors to the school enhance the curriculum and provide opportunities for purposeful learning.

Finally, we value providing opportunities for children to work alongside others in different year groups. Each year we pair classes from year groups to enable them to read together and develop positive relationships. We also pair children across years to support a specific aspect of their learning, for example through times tables champions. We see children play with friends and look after each other in other years.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things and are not fearful of making mistakes. They leave the school as caring, reflective and proactive individuals, equipped with the skills for lifelong learning.

### **What will we see in active learners' behaviour?**

Learners- children and adults- will show:

enthusiasm, energy, a positive attitude to work and risk taking, working beyond their 'comfort zone' and excitement for learning.

We look to support the children's persistence and resilience with tasks so they are independent and self motivated with 'enquiring minds'.

We strive to embed the habits of:

**Motivation-** a learner's 'drive' to achieve, try and to progress.

**Attitude-** positive behaviour (social and learning) which shows an open and optimistic mind.

**Gumption-** resourcefulness and initiative that allows the learner to work outside of their comfort zone and try new ideas to solve problem and learn from mistakes.

**Individuality-** An awareness of our own needs and self, as well as an acceptance of responsibility for one's actions. This awareness sits within an empathy and understanding and respect for others.

**Communication-** self expression, and understanding of the way we interact in a community. An understanding for the need for good manners, an awareness of body language and relationships.

### **What will we see in active learning?**

Based on Rosenshine's Principles, learning will be crafted in such a way to support children's long term memory and recall of learning. It will allow children opportunities to work and learn independently. Planning will be adapted to suit the needs of the learners and will use active and involving experiences that are well resourced and link to a clear and relevant Learning Intention that offers appropriate challenge and progression for the learners.

Lessons will link to previous learning, to support the children's memory but will also apply that knowledge or skills to aid it being committed to long term memory. After a short sequence of lessons, there will be assessments (quizzes or opportunities) to apply learning to a new situation. This will help children remember over time.

Planning will interleave with other subjects, so as to give the children the opportunity to apply skills and knowledge, again fostering opportunities to develop long memory.

Subjects will use 'floor books' as a tool to capture key stages of the learning, with the key vocabulary and knowledge, so the children have the opportunity to refer back over time.

There will be an ethos within the learning environment that support learners to have the confidence to try and understand it is OK to make mistakes, so we can learn from them.

Some of these experiences will be planned and created by the children so there are opportunities for child initiated learning.

There will be a range of questioning, including open ended ones, to allow learners to extend their thinking and be creative and make links between learning experiences.

Children's attainment and progress will be assessed on a regular basis to inform their future learning. This will happen during and following each lesson, ready for the next and at the end of each half term. There will be 'live marking' within the lesson, to support feedback and aid the adults to adjust the learning to allow the children to move their learning forward.

## Appendices

## Assessment and Feedback for Learning

Swanmore uses both formative and summative assessment to inform future learning. The purpose of Assessment is to inform the current and future Learning.

### Aspirations:

We aspire for our children to attain security in their year band by the end of the year. We set the challenging target of 85% of the cohort to attain this security in reading, writing and maths. In addition to this attainment target, we set the progress target of children moving 6 'blocks' of progress across the year.

We aim for children working on interventions to make accelerated progress in a bid to close the gap between themselves and their peers.

All children can make progress, we aspire for all children to achieve at least the school's 'aspired progress'. It is recognised that this may not happen at an even rate and at a regular stages through the year.

This can take different forms and targets can be set from:

Time Frame	Sourced From	Recorded (where appropriate)
Classroom		
Lesson(s)	Learning Objectives	Could be in the form of: <ul style="list-style-type: none"> <li>• Self-assessment against the WALT</li> <li>• 'Let's check' sheets</li> <li>• response from pupil</li> <li>• marking from class teacher</li> <li>• Green/red discs/cups</li> <li>• Lolly stick on question</li> <li>• A,B,C,D cards</li> <li>• Day Book/record keeping</li> <li>• Targetted questioning</li> <li>• Notes in TT book</li> <li>• Discussion</li> <li>• Observations notes</li> </ul>
Week/Unit	Unit objectives from planning	<ul style="list-style-type: none"> <li>• 'Let's check' sheets</li> <li>• End of unit assessments</li> <li>• Tapestry observations</li> <li>• Weekly Spelling tests</li> <li>• Multiplication tests</li> </ul>
Termly	Needs identified from previous learning	<ul style="list-style-type: none"> <li>• Puma/Pira standardised tests</li> <li>• Rising stars Grammar and spelling</li> </ul>

		tests. <ul style="list-style-type: none"> <li>Foundation subject assessment tasks.</li> </ul>
Ongoing	WALT Let's check Success criteria Must, should, could	<ul style="list-style-type: none"> <li>response from pupil</li> <li>marking to WALT</li> <li>Marking from T/TA</li> <li>example questions based on uit taught</li> <li>Fix its from children.</li> </ul>

Time Frame	Sourced From	Recorded (where appropriate)
SEND		
Target setting is ongoing  Monitoring takes place half termly	SEND assessment tracking document  Hampshire SEND planning tools	Target cards  SEND assessment tracking document  Learning skills plans  PUMA/PIRA tracking documents  Salford/Sandwell/Vernon tracking documents  Phonics tracking documents
PP (if not making expected progress)		
Target setting is ongoing  Monitoring takes place half termly	End of year statements  PUMA/PIRA test results	Case studies  Target tracker  End of year statement tracking grids  End of unit assessments

Time Frame	Sourced From	Recorded (where appropriate)
Whole School		

Half Termly	End of Year Statements	Target Tracker RWI phnics test.
Termly	End of Year statements Puma/Pira test results	Target Tracker is updated (recognised not all children will move each half term) Data could be sourced from Tests, book samples, end of year statements. <b>Teacher Assessment rules</b>
Termly	Target Tracker	Assessment Co-ordinator and inclusion lead to update and produce data and headline information for all Vulnerable groups and Pupil Premium children

**In essence, lessons use formative assessment, end of year target statements and Target Tracker are updated at the end of each half term and Steps progress updated on Target Tracker at the end of each term (Nov/Feb/May). Assessment meetings take place at the beginning of each term.**

In the core subjects teachers will use informal assessment notes to note children that did not achieve the Learning Objective and those that easily met it so future learning can be adapted. Annotations will be made to the planning to reflect this. Both planning and assessment notes will be shared with respective coordinators.

Learner's need to be involved in their own assessment too so they are aware of where their learning is and what they need to do in their next steps.

### **Milestones.**

At Swanmore Primary School, when we assess children at different milestones on target tracker, the following table indicates where the child is working at. This will be used for all subjects taught in the school.

#### Yr R Milestones

	Below	Expected	Exceeding
Baseline			
Autumn 2			
Spring 1			
Summer 2	Below ELG	ELG	-



	40-60 months		
	30-50 months		

<b>Milestones</b>			
<b>Term</b>	<b>Below</b>	<b>Expected</b>	<b>Above</b>
Autumn (Nov)	B-	B	B+
Spring (Feb)	W-	W	W+
Summer (May)	S-	S	S+
End of Year (July)	S-	S	S+

## Marking and Feedback for Learning

Swanmore uses marking celebrate work and to inform future learning. The purpose of marking is to continue to extend the learning process for the learner. It may include:

**-A Fix-it/Make A Difference comment**

**-Where appropriate, allow children the opportunity to respond/improve**

**-Where appropriate, marking against set/agreed criteria.**

Time Frame for Marking	Within a week of the lesson but before the following session	
Forms of Marking	<p>Could include:</p> <p>Sharing between children (Gallery marking)</p> <p>Self marking- identifying examples to demonstrate criteria in red pen</p> <p>Peer marking- identifying examples to demonstrate criteria in red pen</p> <p>Adult marking</p> <p>(Corrections done in a different colour)</p> <p>'Zero tolerance' spellings</p> <p>Adult's marking will be completed in Green</p>	
Marking Codes Recorded as- (where appropriate)	<p><b>Early Years* &amp;</b></p> <p><b>Key Stage I</b></p> <p><b>All work is dated</b></p>	
	I *	Independent Supported
	S *	Supported
	~~~	Correct it
	^	Something missing

	✓	Good (within work)
	✓✓	Very good (within work)
	D *	Discussed with child
	😊 *	Good piece of work
	Sticker awarded *	Very Good piece of work
	PIP	Pride in Presentation
	HP	House point
	TT	Target Time
	Initial of supply/HLTA/TA	If someone other than the regular class teacher is marking the book.
Time Frame for Marking	Within a week of the lesson but before the following session	
Forms of Marking	<p>Could include:</p> <p>Sharing between children (Gallery marking)</p> <p>Self marking- identifying examples to demonstrate criteria in red pen</p> <p>Peer marking- identifying examples to demonstrate criteria in red pen</p> <p>Adult marking</p> <p>(Corrections done in green)</p> <p>'Zero tolerance' spellings</p> <p>Adult's marking will be completed in Green</p> <p>Day book used to record who got it in Yr1 and Yr 2</p>	

<b>Key Stage 2</b>		
Marking Codes Recorded as- (where appropriate)	I	Independent
	S	Supported
	TA	Added if TA
	~~~	Correction
	Sp	Spelling error
	(H)	Homophone
	^	Missing word(s)
	//	Paragraph
	?	Unclear
	G	Good
	VG	Very good
	HP	House point
	D	Discussed with child
	(P)	Punctuation error

	FIX IT-Yr3/4 M.A.D (make a difference) Yr 5/6	Child to amend/improve a piece of work
	MERIT	Merit for excellent work for the child
	HTA (Head Teachers Award)	For exceptional work
	TT	Target Time
	Initial of teacher	If someone other than the regular class teacher is marking the book.
	✓	Good (within work)
	✓✓	Very good (within work)

### Marking:

#### Year R

Feedback to work given orally

Coding used where appropriate.

#### Year 1

**Autumn Term:** WALT given orally at start and during lesson, written on the board and stuck in book.

**Spring Term:** As Autumn, plus...I can pictorial self check.

**Summer:** Term: Towards the end of the Summer term, self checklist for writing.

#### Year 2

WALT written on board and in books with traffic light self-assessment.

Self-check used for sustained pieces of writing.

#### Year 3 + Year 4

**ENGLISH:** WALT written or stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment

Let's Check – used for key pieces of work

**MATHS:** WALT written or stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment includes equipment used

**Year 5 + Year 6**

**ENGLISH:** WALT written or stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment

Let's Check – used for key pieces of work

**MATHS:** WALT written or stuck in books – I need help, I am getting there, I can do it – self assessment and teacher assessment

**KS2**

Writing will be completed in pencil until a pen licence has been achieved and then in blue pen. FIX IT/M.A.D will be written in black pen

Marking codes will be stuck in the pupils English books

Reviewed by:	Jon Flynn, Assessment Co-ordinator & Deputy Headteacher
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