



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 1

Teaching, Learning and Assessment Policy 2020

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Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



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1. Intention

We understand that we are educating children for an unrecognisable future.

- They need to have a well-developed working memory through the acquisition of early reading skills.
- They need to develop wisdom from the knowledge gained from the best that has been thought and said.
- They need to develop skills that they can apply to new concepts.
- They need a firm sense of self and be rooted in their beliefs.
- They need a strong moral compass and embedded values to help them make good choices.

Through the delivery of our curriculum, our pupils will be critical thinkers with enquiring, unbiased and open minds - leading them to life-long learning in a vibrant and diverse society.

By the time our children leave us in Year 6, they feel ready for their next step in their education. They are equipped with resilience, tolerance, a Growth Mindset, metacognition, emotional intelligence and wisdom gleaned from the best that has ever been thought and said from across the globe. They recognise their talents and strive to be the best version of themselves. They are high performance learners.

It is our mission is to build a happy, safe learning environment; where whoever they are, wherever they're from and whatever their starting point, we will nurture them, love them and work with them - so that they leave us knowing that they can change the world, as we grow together in God's love.

2. Successful Learning

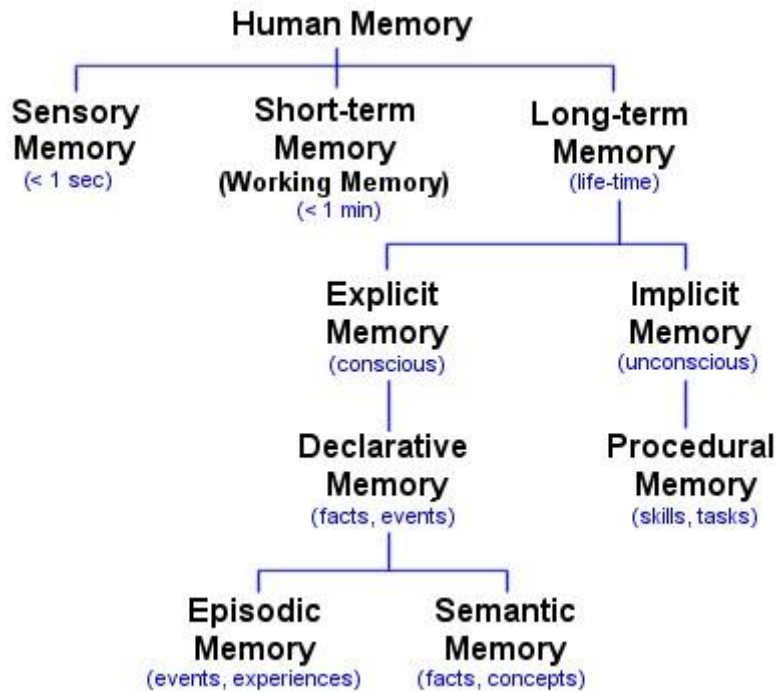
At Pattishall CE Primary School, we recognise that learning is physical development of the brain. We understand that neural pathways must be forged and repeatedly used in order for them to be embedded. They need to be connected into schemas, where new learning overlaps, builds-upon and enforces prior learning. To that end, learning must be sequential, logical and progressive.

2.1 The human memory

To understand learning, we have to understand how the human memory works.



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2.2 How knowledge is locked in

Our role as educators is to ensure that the experiences a child has throughout their learning journey with us are locked into the long-term memory.

| Type of memory | Explicit memory | | Implicit memory |
|--|---|---|---|
| What it is | Declarative – being able to recall facts, dates and events. | | Procedural - learning how to do something, such as learning times tables or riding a bike. |
| | Episodic memory | Semantic memory | |
| | Autobiographical – memories of the emotion involved in a specific situation. | Knowledge of the world around us – facts : capital cities, cultures, foods | |
| How to 'lock it in' the long-term memory | Events that cause the 'wow' factor stick in our long-term memories and | Usually rooted in a personal experience . | Through demonstration, modelling and repetition until you no longer have to remember how to do it. |



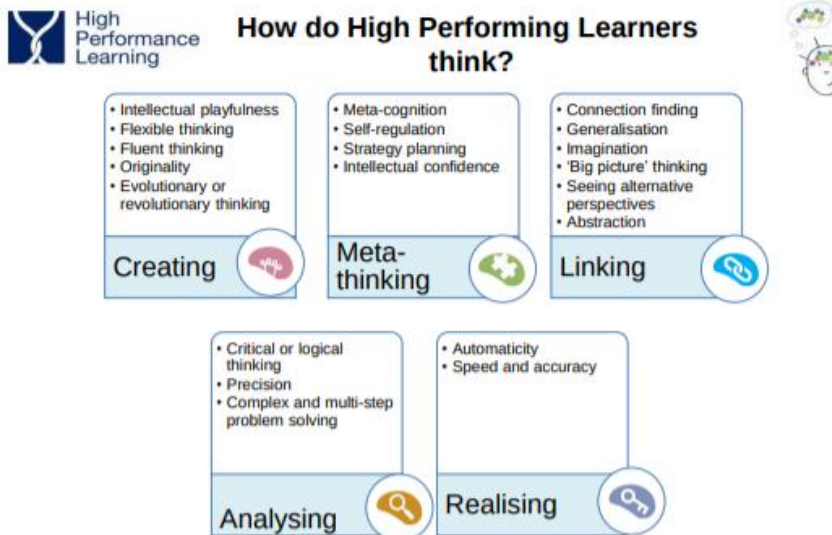
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| | | | |
|-------------------|-----------------------------|--------------------------------------|--|
| | evoke an emotion. | | |
| Interesting facts | Females are better at this. | Males and females perform similarly. | London taxi drivers have enlarged hippocampus from learning The Knowledge. Children pick up languages (until the age of 7) implicitly (without much thought), whereas adults use their explicit memory. |

From this we can see that, in order for knowledge and skills to be embedded in the long-term memory, the method for teaching needs to be either **repetitive**, set in a **personal context** or **experiential**. From this we can unpick what effective teaching looks like.

2.3 High Performance Learning

Successful learners have an awareness of how they learn and demonstrate *perseverance with courage* when faced with new challenges. Our children are taught to be aware of the type of thinking they are experiencing and share it. Dojo rewards are given for this recognition.



2.3.1 Growth Mindset

We operate the ethos of Growth Mindset at Pattishall CE Primary School. Through assemblies, PSHE and specific Growth Mindset lessons, children are encouraged to embrace the challenge of learning, recognising it as physically changing their brain, much as you would train as an athlete or as an artist in order to improve. Children recognise that if the challenge seems too much, they can take a step back and work in smaller steps – but that



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they will get there in the end. A shift in mindset is the first step to being a high performance learner.

2.3.2 Metacognition

Metacognition is an awareness and understanding of one's own thought processes. Our children are taught to recognise meaningful connections between prior learning and share them openly. They recognise when they are: meta-thinking, thinking creatively, linking, analysing or realising.

2.3.3 Zones of Regulation – an element of meta-thinking

We use Zones of Regulation in every class, as well as an intervention, in order to enable all children to express how they are feeling and work towards self-regulation. They check-in in the morning, with a view that if a majority are in the yellow zone, your first lesson will not be effective. Teachers have a range of activities in their tool kit (such as: mindfulness, Art, Music, Growth Mindset lessons or The Daily Mile) that they can turn to in order to ensure that all children are in the green zone and are ready to learn. We also have support staff trained in mental-health first aid who children in the blue or red zone can turn to.

3. Effective Teaching

3.1 Planning

Understanding how the short-term and long-term memory works is vital to a teacher's planning. Planning format is individual to teachers – there is no expectation of how it should look; although proformas are offered. Planning is not scrutinised unless there is an issue with performance and support is needed.

We expect that teachers, for every sequence of lessons:

- Identify the National Curriculum objective being taught
- Unpick what the core learning is – to avoid over complicating the learning process
- Consider what potential misconceptions there might be
- Plan an enquiry starter lesson, using P4C techniques so that the children have the opportunity to pose questions and inform future planning – to avoid over-learning something that is already committed to the long-term memory
- Plan for collaborative work and problem solving across the curriculum
- Plan progressive activities that will challenge at all levels, as well as planning Helping Hands to support those whose neural pathway is not so deeply embedded – taking into consideration which approach they are using in order to commit the learning to the long-term memory.
- Provide opportunities for pre and post assessment in order to demonstrate progressive learning
- Carefully consider resources, which will bring about the best result and learning opportunities



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- To visualise the resultant work, making it meaningful, open ended and engaging for all pupils; as well as something they can feel proud of
- To only use worksheets if there is absolutely no alternative

3.1.1 Short-term memory: following instructions

At Pattishall CE Primary School we recognise the importance of reading. Research shows that children who are able to read fluently before they are 6 years old, have a stronger working memory. The working memory is where instructions and new concepts reside in the first instance and lasts no more than a minute or two.

Children with strong working memories will be able to receive a list of instructions and follow them with ease. Children who have difficulties with their working memory will need helping hands (such as visual timetables and now/next charts) in order to remove that cognitive load and allow them to focus on the core learning, in smaller steps.

3.1.2 Long-term memory: locking in learning

Our teachers plan experiential 'wow' days, including trips, visitors and visits, usually to introduce a topic. This memory will evoke the emotions of excitement, enjoyment and engagement, thus storing it in the episodic memory.

Lessons that link to prior learning (within the year, or earlier in the schooling journey) or to the children's personal experience (such as a 'wow' day) ensures that that knowledge of the world around us is locked in the semantic memory.

Lessons that introduce a new concept, particularly in subjects where prior experience may be less so - as it is less integral to life's experience of the world around us – such as Maths, rely heavily on the implicit memory. Teachers plan for repetition and cross-curricular opportunities so that new neural pathways are regularly used (or else they will be broken down by enzymes and reabsorbed by the body if not used within 24 hours). This means that new knowledge must be delivered in an immersive way.

3.1.3 Cognitive load

When planning, our teachers look at the objective from the 2014 National Curriculum and identify the core information to be learnt.

They then plan activities whereby the core knowledge, skill or wisdom is the only thing that the children need to focus on. Other skills or tasks are removed to avoid cognitive overload. This is particularly important for children with a weaker working memory.

In some circumstances, practising another skill implicitly is important - to ensure that it is locked in the semantic memory. However, teachers use Assessment for Learning and their professional judgement when differentiating tasks for the children in their class.



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3.2 Curriculum intention: enquiry, diversity, wisdom and knowledge

3.2.1 Golden Threads

A chord of three threads is not easily broken... From understanding our children and what they need in order to allow them to flourish in complex, diverse and exciting society, we have tailored **three golden threads** to meet the needs of our learners, within our community.

Enquiry led curriculum intent

- We want our children to gain WISDOM from the best that has been thought and said.
- We want them to challenge what they read and question what they are told; particularly when online.
- We want them to develop the skills to enable them to make discoveries now; and as lifelong learners.
- We want them to develop spiritually, so that they are firmly rooted with high hopes and aspirations and the confidence to think critically.

Enquiry led curriculum implementation

- We have developed our own learning language based on the pedagogy of metacognition.
- We ask BIG questions leading to enquiry, research, hypothesis and discovery
- We use the methodology of Philosophy for Children to enable open mindedness and critical thought.
- We provide Forest School for all leading to...
- Spirituality: *finding a sense of peace, Taking time to ground yourself in the natural world. The awe, wonder and connection we gain from special people, moments, places and the sense of a greater power or force.*
- We plan for mastery: cake - icing - sprinkles - cherry
- We plan opportunities for spaced retrieval.
- We use editing stations, peer marking, whole-class marking so that the children can look analytically and critically at their own work.
- Helping hands are tools that support learning, whilst promoting independence.

Diversity, Inclusion and Global Citizenship intent

- We want our children to build on the cultural capital that they come to us with, by learning about a broader range of authors, artists, scientists and musicians.
- We want our children to stand up for what is right and challenge injustice on behalf of others.
- We want our children to show tolerance and respect to all as a result of their educated understanding.
- We want our children to be courageous advocates and global citizens.



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Diversity, Inclusion and Global Citizenship implementation

- Our planning allows for first access for learners with complexities or additional needs through planned differentiation or support - our 'Helping Hands'.
- We make conscious decisions to include a diverse range of role models through texts chosen, scientists studied etc – including all underrepresented minorities (LGBTQIA+, ADHD, ASD, ODD, Para community, BAME community) - and this is overtly discussed with the children at every opportunity; ensuring that all children in our school see people like them and people with differences in their everyday life.
- Links to other schools / countries
- Global Neighbours charity work

Wisdom from the past, the real world and the world of fiction

- We want every child to be able to read by the time they are six so that they have a strong working memory and can access the whole curriculum.
- We want children to be able to escape to and learn from people and places they may never encounter.
- We want our children to have a firm understanding of the world around them.
- We want our children to gain WISDOM from the past.

Wisdom from the past the real world and the world of fiction

- Our cross-curricular approach is driven by either History or Geography.
- Meaningful links are made across the curriculum wherever possible to ensure a wholistic and immersive approach to subjects studied, leading to knowledge being moved to the long-term memory.
- Activities are designed to be engaging, but not distracting from the knowledge on offer.
- There is planned repetition (Knowledge Threads) within the curriculum to reinforce core skills and knowledge.
- The English Curriculum is driven by a spine of diverse and inclusive texts, linked to the Topic theme.
- Read, Write Inc ensures that all children are readers by the time that they are six.
- Milestones enable us to plan for progression.

3.2.2 Knowledge Threads

Our Golden Threads have been devised to meet the needs of the children in our community; to ensure that they are fully equipped to flourish in a diverse and complex society. From these golden threads, we have built each subject's curriculum.

Each subject has up to nine knowledge threads that reoccur year on year at the age-appropriate level. Other elements will be taught too - but through these knowledge threads, we are building what we value and what our children need.



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For example, in History, we revisit the Slavery Knowledge Thread year on year as this is an important part of Black history, as well as an important opportunity to gain WISDOM from the past. It can also be played forward and linked to modern day slavery, including County Lines - an issue in our locality.

We recognise that 'knowledge' is available readily in this modern era; so whilst we do gather information and learn about key dates, people and places, our main focus is on the skills we develop and the wisdom gleaned from the best that has been thought and said across the globe.

The knowledge, skills and wisdom within reading and writing are recognised in all subjects. Underpinning this are our golden threads that permeate our curriculum.

We also...

- Ensure that **all** learners make good progress across the whole curriculum.
- Provide children with opportunities to gain *cultural capital* - learning from the best that has been thought and said - across the globe; giving our pupils **hope** and **aspiration**.
- 1 Corinthians 16: 13-14. Love is our core value - we use **nurture** and natural consequences. We believe in helping as many children as we can to be in the right emotional place to access a curriculum that will set them up for the next stage.

3.2.3 Curriculum design: milestones

When planning for progression, we use milestones. This enables teachers to plan confidently with clear progression within a subject, between each year group.

3.3 Assessment for Learning

It is our aim for all pupils to know where they are in their learning, what they need to do next to improve and to be actively involved in the assessment process. As a school we strongly promote the use of assessment for learning. All teachers and pupils use formative assessment to ensure successful teaching and learning.

We believe that Assessment for Learning helps learners know how to improve and produces motivated learners with high self-esteem. Formative Assessment (daily assessment) We use the four core elements of formative assessment:

- Sharing of learning objectives and success criteria.
- Effective questioning.
- Effective feedback.
- Pupil self and peer evaluation.

3.3.1 Effective questioning



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Modelling excellent questioning is at the heart of our Enquiry Based Curriculum. Teachers use Bloom Taxonomy when considering the questions they may ask of different groups of children. <https://mygrowthmindsethome.files.wordpress.com/2019/03/blooms-taxonomy.pdf>

| LOW LEVEL THINKING SKILLS | | HIGH LEVEL THINKING SKILLS | | | | | | | | | |
|--|--|---|---|---|---|--|---|--|--|---|---|
| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation | | | | | | |
| <i>To recall / reproduce facts without understanding. Exhibits previously learned material by reciting facts, terms, basic concepts and answers.</i> | <i>To show understanding / finding information from the text. Demonstrating basic understanding of facts and ideas.</i> | <i>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</i> | <i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</i> | <i>To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i> | <i>To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</i> | | | | | | |
| Key words: Choose Observe Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name | Key words: Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express | Key words: Act Administer Apply Associate Build Categorise Choose Classify Connect Construct Correlate Demonstrate Dramatise | Key words: Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discern Discriminate Dissect Distinguish Divide Establish | Key words: Adapt Add Build Change Choose Combine Complete Compose Construct Convert Create Delete Design Develop Devise Discuss Elaborate | Key words: Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Critique Debate Decide Defend Determine | | | | | | |
| Actions: Describing Finding Identifying Listing Locating Naming Recognising Retrieving | Outcomes: Definition Fact Label List Reproduction Text Workbook Worksheet | Actions: Classifying Comparing Explaining Label List Interpreting Paraphrasing Summarising | Outcomes: Collecting Examples Explanation List Outline Quiz Show and tell Summary | Actions: Carrying out Executing Implementing Using | Outcomes: Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation | Actions: Attributing Deconstructing Organising Outlining Structuring | Outcomes: Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey | Actions: Constructing Designing Inventing Making Planning Producing | Outcomes: Advertisement Film Media product New game Organising Plan Project Song Story | Actions: Attributing Checking Deconstructing Integrating Organising Outlining Structuring | Outcomes: Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey |
| Questions: Can you list three...? Can you recall...? Can you select...? How did... happen? How is...? How would you describe...? How would you explain...? How would you show...? What is...? When did... happen? Where is...? Which one...? Who was...? Who were the main...? Why did...? | Questions: Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare.../contrast...? How would you rephrase the meaning...? How would you summarise...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...? | Questions: How would you use...? What examples can you find to...? How would you solve... using what you have learned...? How would you organise... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...? | Questions: What are the parts or features of...? How is... related to...? Why do you think...? What is the theme...? What motive is there...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorise...? Can you identify the difference parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...? | Questions: What changes would you make to solve...? How would you improve...? Why do you think...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt... to create a different...? How could you change (modify) the plot (story)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could... what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would...? | Questions: Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? | | | | | | |

Bloom's Taxonomy: Teacher Planning Kit

3.3.2 Style

Teaching style is not just about personality. It must be adapted to meet the needs of individual learners. Through precise assessment for learning, our teachers identify individual children's level of learning and adapt their approach towards that child accordingly.

| Attainment | School assessment language | Level of learning | Children will typically... | Teaching style required |
|------------|---|--|--|--------------------------|
| Below | Working below year group expectations: the number indicates the year group within which they are working. | Building foundations Acquiring skills | name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise. | Modelling and explaining |
| WT | Working towards year group expectations | Practising | apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare. | Reminding and guiding |
| WA | Working at year group expectations | Applying | | |
| WA+ | Potential for greater depth | Understanding | solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, teach others, adapt. | Coaching and mentoring |
| GD | Working at greater depth | Inventive application | | |



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3.3.3 Feedback

There is no right or wrong to giving feedback – we believe that it needs to be effective and timely. Research has shown that distance marking has the least impact on progress. Verbal feedback and assertive mentoring hold the highest value; followed by whole class feedback. Where distance marking is unavoidable, we have a succinct feedback policy, whereby the children know where to look in order to improve.

There is an expectation that children’s work should be valued and that they take pride in their learning. Also, the progress is clearly evident between lessons and between year groups.

3.3.4 Feedback Policy

Marking Your Work...

We will mark your work using pictures to make it quick and easy for you to look back at:

| | | | |
|--------------------|--|-----------------------|--|
| Capital letters | | Look again | |
| Finger spaces | | This was great! | |
| Full stops | | You got this right | |
| Great adjective | | Check this one | |
| Great verb | | Check the spelling | |
| Great conjunction | | House point | |
| Challenge question | | Verbal feedback given | |

We'll try to talk to you about your work during the lesson but you will also us highlight the **good parts in green** and the parts we would like you to work on next time in yellow. This will be based on the Success Criteria/WILF.

You may also see one of these marks to show how much support you had with the work:

| | | |
|----------------------|----------------------------------|--------------------|
| I independent | G guided | S supported |
| T Teacher led | TA Teaching Assistant led | |

4. Inclusion

Under the **Equality Act 2010**, it is unlawful for any **education** provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or

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belief, or sex. We firmly believe that every child has the right to an awesome education that enables them to grow.

4.1. Helping hands

There are many reasons why moving information into the long-term memory is challenging.

- Distraction from others of the environment
- Lack of motivation
- Poor engagement / fixed mindset
- Gaps due to missed learning
- Pitch of challenge
- Lack of support
- Starting life in a language-poor household
- Childhood trauma
- Attachment issues
- A diagnosis of a condition which amplifies any of the above

At Pattishall CE Primary School, we recognise all of the challenges that learning in a classroom environment brings, and that no two days are the same. For that reason, we provide Helping Hands. These are carefully chosen resources, accessible by any member of the class, to assist with the task in hand. Alongside these lesson specific tools, children also have access to a 'toolkit' of resources which support them in a range of lessons I.e. 100 square, key sight words.

We also provide class sensory bags, again accessible to all, to help minimise distraction by sensory overload or lack of stimulation. As well as having the usual, basic resources available at any time.

Each classroom is also equipped with a 'Buddy Box' of physical resources I.e. pencil grips/ writing slopes to ensure children with complex needs have the materials they need to succeed at all times.

4.2 Intervention

When children find retaining information challenging, we focus on storing information in the implicit long-term memory, by building and embedding neural pathways through repetition and working in very small steps. Interventions such as Toe-by-Toe, Plus 1 and the Power of 2 all use the precision teaching approach, which we apply more widely through Precision Monitoring.

4.3 Well-being

Nurture and well-being are the bedrock of everything we do at Pattishall CE Primary School. We understand that children need to feel emotionally secure in order to learn effectively, and we work hard to equip all of our pupils with emotional literacy skills.



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4.3.1 The impact of trauma: Attachment Awareness

Childhood trauma impedes the development of neural pathways, and any further trauma, no matter how small it might seem to you or I, can trigger negative past emotions. We recognise that children who have been or who are in crisis will find learning extremely challenging; often overwhelmed by their emotions.

We recognise that, at times, we all need a bit of emotional support and there will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support than others. ELSA is an initiative developed and supported by educational psychologists to support emotionally vulnerable children.

We are all trained in Attachment Awareness and have adopted our behaviour management approach accordingly.

4.3.2 ELSA

In ELSA we aim to provide support for a wide range of emotional needs:

- Recognising emotion
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement

4.3.3 Rainbow Club

We recognise that some of our pupils are not always emotionally ready to learn when they come to school and require an increased level of support for them to access the wider curriculum. For this reason, we offer a Nurture Group (Rainbow Club) for key pupils to support their social and emotional development.

Rainbow Club provides a modified curriculum in an environment based on the six principles of nurture which are as follows:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives

We aim to:



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- Encourage the development of positive social relationships with both peers and adults.
- Provide opportunities to understand emotions and develop pupil's self-worth, confidence, motivation, trust, self-esteem and adaptability.
- Provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupils, while keeping them in close contact with their base class.
- Support pupils to understand their behaviour and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.



5. Learning Environment

5.1 Behaviour – please refer to the Nurturing Positive Behaviour Policy 2020

Classroom behaviour needs to be calm and under control. Established through good relationships, relentless routine and positive reinforcement.

5.2 Classroom

The classroom should be:

- Inviting – but not overwhelming. Less can be more....
- Tidy and organised so that the children are free from distraction and able to access any resources, Helping Hands or Sensory Aids with ease.
- Children with a line of sight to the board
- Well-maintained and respected
- Furnished with age-appropriate chairs and tables
- Organised in such a way that fire exits are not blocked

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Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



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- Well equipped with basic resources for everyday learning

5.2.1 Displays

Every classroom should have:

- Zones of Regulation board
- Metacognition display to refer to during learning time
- Target Tree
- Learning Journey display that clearly depicts the topic or theme
- English and Maths working walls
- Reference to British Values
- Reference to the Class Christian Symbol
- Reference to our school values
- Book Nook that is inviting and well stocked

Displays should be:

- Engaging
- Inventive
- Populated with children's work and/or learning aids
- Well maintained
- Relevant to what is being learnt

6. Summative Assessment

6.1 Pre and Post Assessment

In Maths and Science, children take a pre-assessment and a post-assessment to aid with planning for gaps and also to measure progress.

Across the rest of the curriculum, we begin with a BIG question and, using the P4C approach, allow the children to deepen their reasoning and enquiry skills. Their questions then inform future planning, so that it is tailored to what they already know (locked in the long-term memory) and what need to know.

6.2 Class Track

At the end of a learning sequence, teachers RAG the class against the National Curriculum objective. Over time, this builds a best fit picture. If a child is mostly 'green', then they are considered to be working at the year group expectations. If they mostly 'purple' they are working at greater depth and 'amber' equates to working towards the expected standard.

6.3 PITA



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We operate a point in time assessment system. At the end of each term, Autumn, Spring and Summer, teachers use the information from Class Track in order to grade the children and track their progress. Refer to the table in paragraph 3.3.2 for our coding system.

6.4 Reporting to parents

This is reported to parents twice a year in March and July in the form of written reports. We also hold two parents' evenings and have an open-door policy.

7. Roles and responsibilities

7.1 Pupil

To be successful learners, children need to know what they are learning about and why they are learning. They must be an active participant. They need to become responsible, independent learners, involved in reviewing and improving their work and knowing what they could do next to further their learning.

In order to be successful learners, children need to:

- recognise the HPLs
- develop a Growth Mindset
- pose questions and solve problems
- be prepared and organised
- be motivated and interested in learning
- be observant
- seek information independently
- look for patterns and deeper understanding of what is presented to them
- apply what has been learnt to unfamiliar situations
- evaluate their work
- collaborate with others
- be sensitive to the needs of others
- concentrate and work productively

7.2 Class teacher

The priority of the class teacher is to promote excellence and enjoyment in a safe and stimulating environment, creating an ethos in which learning is interesting, testing but also collaborative. Their responsibility is to ensure the progress and achievement of potential in every child. They should provide the model of a good learner, demonstrating effective learning strategies. Through this model, teachers should encourage children to become self-evaluative and ensure secure knowledge and understanding.

7.3 Learning Support Assistants



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Our Learning Support Assistants and adult helpers are used to support children in their learning: 1:1, in small groups and whole class, as directed by the class teacher. They are aware of different pupils' needs and learning styles and are proactive in providing resources that will facilitate the progress of the pupils they are working with. They feedback to the class teacher, maintaining records as requested and discussing progress, in order to support the planning and implementation of future strategies. They deliver specific learning programmes as requested by the class teacher, undertaking the necessary training and preparing of resources to ensure their effectiveness,

7.4 Subject Leaders

Subject leaders develop their own subject knowledge in their area in order to provide advice and expertise to other staff members. They consider progression across the whole school and monitor assessment of their subject area. A subject leader may also organise enrichment projects and enhancing experiences for their subject across the school as well as in their year group to create episodic memories.

7.5 Head teacher

The Head teacher is responsible for employing effective practitioners who share Pattishall CE Primary School's ethos and values. Ultimately the Head teacher is accountable for the standards of the school. It is his/her responsibility to motivate, encourage and enthuse staff with new initiatives, monitoring them with the help of the SLT, in order to continue to raise those standards.

7.6 Leadership Team

The Leadership Team's role is primarily to make decisions regarding teaching and learning for the whole school; in order to maximise progress and raise standards in all areas. They are responsible and accountable on behalf of the staff and provide a channel of communication between staff and governors. The Leadership Team monitor and review standards of teaching through learning studies, according to the Monitoring and Evaluation Schedule. They offer constructive feedback and coaching where necessary, so that staff can continue to improve their practice.

7.7 Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' information evenings; including how to use taught strategies at home to bolster children's understanding
- Parent and teacher consultations to review and discuss children's progress
- Holding book evenings and open days, to give parents the opportunity to view the children's work
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying that term



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- Sending an interim report half way through the academic year to outline the progress that each child is making
- Sending an end of year report in which we explain the progress made by each child and indicate how the child can improve further
- Providing up to date information on the school website

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure their child has the best attendance record possible
- Ensure their child is equipped for school with the correct equipment, uniform and PE kit Inform school if there are matters outside of school that are likely to affect the child's performance or behaviour
- Promote a positive attitude towards school and learning in general
- Volunteer as class helpers, in running clubs or accompanying on trips
- Support their child with homework
- Attend key parents' meetings to discuss their child's progress
- Support the school within the community

7.8 Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school building and premises are used optimally to support teaching and learning
- Check teaching methods in the light of health and safety regulations
- Seek to ensure that our staff development and our performance management both promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning approaches through the school's monitoring and evaluation processes, which include reports from meetings with subject leaders, the head teacher's report to governors, and a review of the in-service training sessions attended by staff
- Monitor standards in the Core Subjects and constantly review ways to make improvements in Teaching and Learning in order to continue to raise standards
- Ensure teacher accountability by asking questions and requesting information regarding the school's progress in line with National results
- Are aware of curriculum enrichment projects in school and keep abreast of events and school improvements
- Offer their skills in support of school projects and initiatives
- Visit the school to offer commitment and support to all staff and develop their own understanding



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8. Cross reference with other policies

- Nurturing Positive Behaviour Policy 2020
- All Curriculum Subject Policies
- Inclusion Policy
- Nurture Policy
- Well-being Policy