



Bladon C of E Primary School

Teaching, Learning & Marking Policy (S09)

Purpose:

The purpose of this policy is to put in place all necessary actions and processes that lead to a consistently high level of pupil achievement and progress. The School strongly believes that quality teaching means effective learning and commits all its resources to achieve these aims in every lesson. The purposes are to set out clear expectations; provide a standard uniform approach that can be easily monitored and ensure equal opportunity for all pupils and staff.

Aims & Objectives:

Children (and adults) learn best in different ways. The School aims to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. The objectives are to:

- Provide support and challenge for each pupil at the appropriate level
- Ensure the structure of lessons reflect the class and the individuals (not all children need to have the same input)
- Expect high standards; reject sub-standards. Communicate expectation in a positive way
- Use quality assessment & marking to plan the next stage and build on prior learning
- Adapt teaching styles and methods to meet individuals personality and style
- Meet and go beyond all statutory National Curriculum requirements
- Turn learning opportunities into purposeful and real learning
- Ensure Teachers create an environment where risk taking is promoted and mistakes are learnt from and used in a positive way
- Ensure Teachers frame activities in a creative and flexible way
- Allow children to make choices in lessons – the resource they use, the way they present their learning and the difficulty of tasks
- Ensure Teachers treat all children with respect and listen to their ideas
- Encourage Teachers to model expertise and set a standard
- Use humour where appropriate
- Ensure Teachers are positive at all times; children feel safe and happy as a result

Effective learning will result in:

- Excited children who are engaged
- Children who want to share what they have learnt at home without being asked and extend their own learning at home
- Children who want to learn and extend their learning
- Children who are confident in making mistakes and take risks and value this as learning
- Pupils who persevere in all areas
- Pupil who take pride in their work, their environment and their class/school
- Children who take on board advice and act on it
- Children making substantial progress in relation to National Curriculum standards

What are the non-negotiables at the School?

- | | |
|----------|---------------------|
| F | – Feedback |
| A | – Autonomy |
| C | – Challenge |
| E | – Engagement |

Routines:

- Learning objectives and success criteria are communicated in all lessons
- Teaching resources are ready prior to lessons
- Children can access all necessary resources
- Children know what 'tidy' is and, at the end of lesson, take an active role in achieving this
- Our values are a crucial part of all teaching and learning episodes
- Homework is handed in and out at a set time and placed in an agreed place
- Working walls, vocabulary, spelling, washing lines are updated, change frequently and support children's learning

Teachers will Recognize Achievement by:

- Giving verbal praise when it is earned
- Sharing with class, sharing success
- Awarding House Points
- Extolling achievement at School Assemblies
- Giving in-class rewards
- Children showing work to other members of staff (and Head Teacher)
- Work being taken to parents after school

Marking and Review

- All work will have a concise learning objective – **LO** – write with humour
- All work will have the short date, written as – **1/9/14**
- Highlighted in pink (tickled pink) – all positive responses
- Highlighted in green (growth) – corrections, actions and targets
- Teacher’s marking will be in **black**
- Children’s response to marking will be completed in **blue**
- If the LO is met – it will be ticked
- Success criteria to be included – organised into bronze, silver and gold
- *S – at the top of the page indicates that this piece of work has been self-assessed
- *P – indicates that the piece of work has been peer-assessed

SP (in the margin)	Spelling mistake (maximum of 3). These words will also be used to create spelling lists.
	Part of word or word incorrectly spelt
LO	Learning Objective
	Capital letter missing
Sams trousers were embarrassing.	Punctuation missing
?	This needs to be re-read as it does not make sense.
//	Please start a new paragraph

Marking expectations:

- Marking must be completed either within the lesson or shortly afterwards
- Marking response time to follow in the next day. This time can be selected by the teacher. Suggested time is 8.50am when all children are in school.
- All homework must be marked in the same way as class work
- TA’s are permitted to mark in books. They must initial if they have marked a piece of work

Date of policy: November 2015

Authorised by:

Approved by:

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(Tracey Fletcher, Headteacher)

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(Ray Banks, Chairman of Governors)

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