



Ireby Church of England Primary School

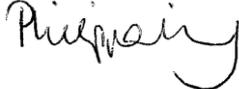
Teaching and Learning Policy

Including marking and assessment

Signed by:

_____  _____ Head Teacher

Date: 24th March 2022

_____  _____ Chair of governors

Date: 24th March 2022

Next review date: September 2023

School Governance:

Responsibility of the Head teacher

Teaching and Learning Policy

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1 Introduction

- 1.1 We believe in the concept of lifelong learning and regard the teaching and learning which takes place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 We believe that people differ in the ways in which they learn most effectively, and the conditions for optimum learning also differ in relation to the context in which the learning takes place. In some situations, we may prefer to learn by listening, in others we can only learn effectively by actively doing, and these preferences may differ for each individual. At Ireby Church of England, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- 2.2 Through our teaching and our learning environment, we aim to:
- ensure that children develop a self-image of themselves as capable learners;
 - enable children to become confident, resourceful, enquiring and independent learners;
 - nurture children's self-esteem, and help them to build positive relationships with other people;

- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, enabling them to maximise their life chances and economic well-being in adulthood;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

- 3.1 Research tells us that people learn in many different ways in different situations, and respond best to varying types of input (visual, auditory and kinaesthetic); we must therefore teach in a variety of ways, tailored to the context for learning and the differing aptitudes of our children. We take into account the different forms of intelligence, for example, verbal, mathematical/logical, visual/spatial, interpersonal, musical, when planning our curriculum and our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong. An environment where pupils enjoy being challenged and feel they will succeed, because the learning challenges have been set at the right level. We want children to feel a sense of 'ownership' of their own learning, and not to feel that education is something which is done to them.
- 3.3 At times, we seek to create a conducive learning environment by playing music to accompany learning and make sure that the children have access to drinking water to ensure good levels of hydration.
- 3.4 All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:
- teaching should build on previous learning;
 - pupils should be given the 'big picture' of the intended learning and understand how the lesson fits into this;
 - the teacher should explain the learning objectives, and why the lesson is important;
 - the lesson should incorporate opportunities for a range of learning styles to be accommodated;
 - children should be given opportunities to reflect on and review what has been learnt;
 - there should be planned opportunities for feedback to the children, celebrating success, reviewing learning strategies, and assessing learning;
 - teachers should indicate what the next step in the learning will be.

- 3.5 We offer opportunities for children to learn in different ways. These include:
- investigation and problem-solving;
 - research and discovery;
 - listening;
 - group work;
 - paired work;
 - independent work;
 - whole-class work;
 - asking and answering questions;
 - using ICT to support learning;
 - fieldwork and visits to places of educational interest;
 - creative activities;
 - looking at pictures and other visual images, including appropriate DVDs and television;
 - listening and responding to music or audio material;
 - play, including 'small world' play and role play;
 - group discussions, debates and giving and listening to oral presentations;
 - designing and making things;
 - participation in athletic or physical activity.
- 3.6 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching

- 4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
- 4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in any Personal Education Plans (PEPs). Teachers modify teaching and learning activities as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

- 4.4 We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National Curriculum or the Framework for maths and English. Our lesson plans contain information about these objectives (which may differ for groups of different ability), the planned learning activities, the resources needed, and the way in which we will assess the children's learning. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.5 In our lessons, we ensure that the learning intentions are shared with and understood by the children, and, to that end, are expressed in appropriate, child-friendly language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children, to ensure that they have full understanding of them. Learning intentions and success criteria will normally be displayed in lessons.
- 4.6 Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the whole school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children behave inappropriately, we follow the guidelines for sanctions as outlined in our policy on Behaviour and Discipline.
- 4.7 We try to ensure that all tasks and activities that the children engage in are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- 4.8 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- 4.9 Our classrooms are attractive learning environments. We change displays frequently, so that the classroom reflects the topics studied by the children and supports their new learning. We ensure that all children have the opportunity to display their best work. We also use 'working walls' and displays of work in progress in order to demonstrate effective learning strategies and to model good practice. Not all displays of children's work will be pristine and exemplary, therefore. However, other displays also showcase the highest standards to ensure that all have high expectations of what children can achieve.

- 4.10 All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to English and maths. We use displays as resources for learning, often providing prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.11 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.12 We conduct all our teaching in an atmosphere of trust and respect for all.

5 Marking and feedback to pupils' learning

- 5.1 Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning intentions, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils.
- 5.2 We take a professional approach to the tasks of marking work and giving feedback. Each teacher may apply some individual approaches to this task, and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice, for example in the way work is marked and the use of marking symbols, in order to enable pupils to understand more readily the feedback given. See appendix A for our symbols used in marking.
- 5.3 All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.
- 5.4 We mark children's work and offer feedback in order to:
- show that we value the children's work, and encourage them to value it too;
 - boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement; the main objective of marking and feedback is not to find fault, but to help children learn; if children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;

- give the children a clear general picture of how far they have come in their learning, and what they need to learn next;
- offer the children specific information on the extent to which they have met the lesson objective, and show them how they can improve their work in the future;
- promote self and peer-assessment, whereby the children recognise their learning challenges, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment (see Assessment section 6);
- provide the ongoing assessment that should inform our future lesson-planning.

5.5 We believe that the following principles should underpin all marking and feedback:

- the process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed;
- marking should always relate to the lesson objective or where appropriate, personal targets.
- the child must be able to read and respond to the comments made, and be given time to do so; therefore teachers' handwriting must be legible and model an age appropriate style to the pupil; where the child is not able to read and respond in the usual way, other arrangements for communication must be made;
- comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- comments will focus on only one or two key areas for improvement at any one time;
- teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions and the success criteria for the task right from the outset;
- whenever possible, marking and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate;
- marking should be constructive and formative;
- for one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established;
- feedback may also be given by a teaching assistant, or through peer review;
- group feedback is provided through lesson plenaries, and in group sessions;

- feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets;
- teachers will note common errors that are made by a significant number of pupils and use them to inform future planning;
- marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

5.6 Implementing the marking policy

- 5.6.1 Teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, numeracy. These have been taught and may be on display. They make it clear what well presented work in the subject looks like.
- 5.6.2 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 5.6.3 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 5.6.4 Written comments are more valuable than marks or grades. We do not normally give marks or grades on pieces of written work.
- 5.6.5 Ticks are a normal indication that a particular item is correct, for example, a mathematical calculation, or a correct spelling in a test. However, crosses should be used sparingly and with caution. Where lots of errors have been made, teachers will use a written comment, a discussion with the pupil and a resetting of a more appropriate task to address the pupil's learning needs. Other symbols may be used once their meaning has been explained, for example, 'Sp' beside a spelling mistake, a wiggly line beneath text which doesn't make sense, etc....
- 5.6.6 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers, stars and house points are incentives for learning and in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 5.6.7 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. They should be encouraged to self-assess and to respond, perhaps with a comment of their own, to the teacher's written comments.
- 5.6.8 When appropriate, children may review and mark their own or another child's work, but this should be with the learning intention and success criteria for the

work clearly in mind, and involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own.

- 5.6.9 Children should be encouraged to assess their work ahead of final marking, using the shared success criteria for the lesson. These criteria will be displayed and can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 5.6.10 In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 5.6.11 Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next steps in learning.
- 5.6.12 Teachers will comment on spelling and grammar only in the following cases:
- if spellings and grammar were part of the lesson focus;
 - if it is a spelling that the pupil should know;
 - if it is something related to the pupil's target.

6 Assessment

- 6.1.1 We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.
- 6.1.2 We use two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.
- 6.1.3 Assessment *for* Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.
- 6.1.4 Assessment *of* learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of National Curriculum levels, or sub-levels, will also be mainly summative in nature.

6.1.5 We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

6.2 Aims and objectives of assessment

6.2.1 The purpose of assessment in our school is:

- to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- to enable teachers to record the attainment and progress of pupils;
- to increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- to help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- to enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

6.3 Planning for assessment

6.3.1 As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.

6.3.2 The school uses assessment guidelines, such as the National Curriculum end of year expectation. These assessment materials then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

6.3.3 Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress.

6.3.4 We use our school's curriculum plan to guide our teaching. This long-term plan follows the National Curriculum. Teachers understand the age-related expectations of the National Curriculum, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations,

teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO).

- 6.3.5 We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.
- 6.3.6 Teachers always share the lesson's learning intention with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

- 6.3.7 Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

6.4 Target-setting

- 6.4.1 Target-setting is used by the school in a number of ways and at a number of levels. Each year group has targets for the whole cohort, for reading, writing, mathematics and science, in terms of the percentage of pupils attaining specific levels by the end of the year, and the percentage of pupils working at age-related expectations or above. We also have targets for the percentage of pupils making good progress. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year.

Pupils' progress towards their targets is reviewed termly, and targets revised where necessary. IEP targets are set for pupils where appropriate and identify small steps of progress to meet pupils' needs.

- 6.4.2 We also set learning targets for particular areas of the curriculum, especially reading, writing and mathematics. These will often be group targets or, sometimes, individual. We involve pupils in this target-setting and record these targets at the front of their exercise books, or elsewhere, for them to refer to. We ensure that these 'curriculum' targets relate to the learning intentions and success criteria of lessons, and that pupils are able to review their own progress against such targets. The teacher reviews these with each child on a regular basis.

6.4.3 We encourage our older pupils to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We also encourage them to involve their parents and carers in this process.

6.5 Recording

6.5.1 We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It is unnecessary to keep a formal record of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.

6.5.2 On our planning sheets, we note only those pupils who do not achieve the planned learning intention, or who excel by achieving more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning intentions.

6.5.3 Using the assessment guidelines referred to above, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Teachers record this information, at the end of each term, on progress tracking grids, allowing judgements to be made, over time, about each pupil's rate of progress. Care should be taken not to judge progress over too short a period. While we make such on-going assessments at least termly, one term is too short a period to judge progress in terms of National Curriculum sub-levels, though teachers will record whether pupils are 'on track' to meet challenging sub-level targets, based on an aspiration of good progress. At the end of each year, each teacher shares and discusses this information with the pupils' next teacher.

Teachers in the EYFS will record summative assessments, termly, in the school's e-profile system.

6.6 Reporting to parents and carers

6.6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

6.6.2 Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss how the pupils have settled into their new class. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year (see next paragraph).

- 6.6.3 During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments based upon children's learning and how they interact in school. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.
- 6.6.4 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics, and at the end of Year 6, on Standard Assessment Tests (SATs), in reading and mathematics. Where Year 6 SATs results differ from teacher assessments, this will be reported to parents. Test results do not always demonstrate accurately the levels at which a pupil is working.
- 6.6.5 We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.
- 6.6.6 At the start of each term, each teacher gives parents and carers an update that identifies the main areas of learning for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the learning during the term.

6.7 Moderation of standards

- 6.7.1 Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers continually moderate levels of children's work every term.
- 6.7.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.
- 6.7.3 External moderators, organised by the Local Authority (LA), visit our school every few years to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1. Similarly, the proper administration of Key Stage 2 SATs is moderated every few years by the LA, as part of statutory regulations. Such visits are unannounced.

7 The role of the headteacher subject leaders

- 7.1 The headteacher and other members of the senior leadership team are primarily the leaders of teaching and learning. Their own practice models

high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:

- the formal performance management and appraisal of teachers, involving lesson observations;
- team teaching and working alongside teaching colleagues;
- leading lesson study activities, when teachers plan, observe and evaluate their children's learning together;
- talking to children about their learning in lessons;
- scrutinising pupil's work in their books;
- overseeing pupil assessment records.

8 The role of governors

8.1 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 buildings 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 self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

9 The role of parents and carers

9.1 We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:

- holding parents' evenings to explain our school strategies for various aspects of the curriculum such as literacy, numeracy and health education;
- sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- sending parents and carers regular reports in which we explain the progress made by each child, and indicate how their child can improve further;
- explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work;

- welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate.

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

- to ensure that their child has the best attendance record possible;
- to ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside school that are likely to affect a child's learning or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home–school agreement.

10 Monitoring and review

10.1 Senior leaders and the governing body monitor the school's Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.

Appendix A

Agreed colours and symbols for marking

Teachers/ Teaching Assistants

- Use pink pens for positive comments – including responding to children's purple pen improvements
- Green pens for points of improvement
- Dots and comments in green pen
- Ticks identify work that is of good quality or correct
- VF where verbal feedback was given and children have improved the quality of their work
- SP where spelling requires review

Children

- Use purple pen/ pencils to improve their work when responding to feedback
- Pink pencils when peer marking for positive comments/ ticks
- Green pencils for improvement points and dots