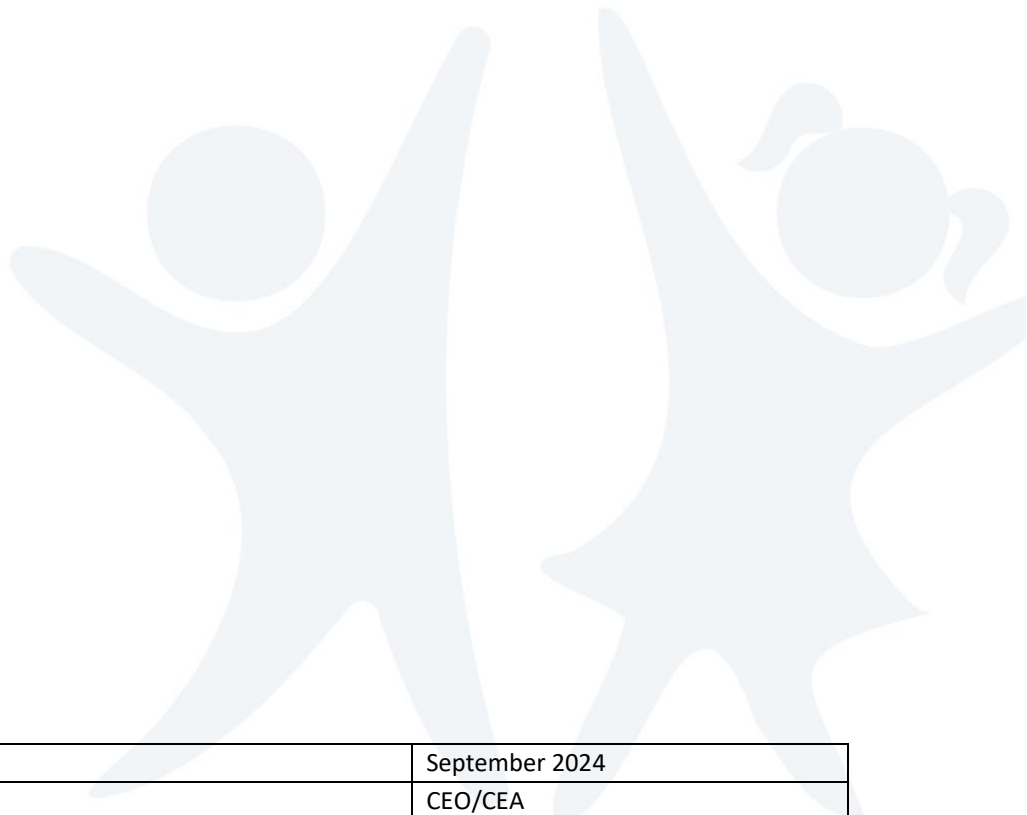


# Teaching and Learning Policy 2024-25



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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to teaching and learning.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection, Subject policies for core and wider curriculum and ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff & Brindley and Foley Staff** areas on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date.

## Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

## Aims & Principles

The aim of this policy is to detail approaches to teaching and learning at Brindley Heath and Foley Infant Academies, in order to secure excellent progress and outcomes.

## Overview

The Quality of Education for pupils at Brindley Heath and Foley Infant Academies is based around key principles which guide practise in school, ensuring great progress and fantastic outcomes. These key principles are:

- Excellent standards of behaviour and meaningful relationships
- An amazing curriculum and enhancements
- Clear explanation and modelling
- Effective questioning and feedback
- Meeting each pupil's needs
- Prioritising Reading across the curriculum
- Continuous, purposeful and informative assessment

These principles are the drivers of teaching and learning, resulting in pupils making progress from their starting points with a sense of pride and achievement from their outcomes.

Pedagogy has been tailored to our schools and community, developed in conjunction with staff and is research informed. This is 'The Kinver Way', with systems and processes in school being reviewed and developed on a regular basis.

## What constitutes great learning?

We believe that quality teaching will be promoted and achieved by: -

- **Providing challenge for all pupils.** Given their starting points, children are provided with learning opportunities that are challenging, enabling all groups of learners to achieve, grow and reach their true potential. The relative starting points of all the children are taken into account when planning and delivering learning to ensure that in all parts of the lesson, learning matches the children's needs
- **Making learning explicit.** 'I cans' are made explicit to the children, focussing clearly on the knowledge, skill or concept being taught. New Learning is made explicit in every lesson to ensure the children are clear about what they have got to do in order to make progress
- **Building on prior Knowledge** to make meaningful and memorable connections made across the curriculum. "Where have you seen or heard of this before?"
- **Ensuring high expectations of engagement and behaviour** are upheld in every lesson. Children are active in all parts of the lesson, and it is children that lead the learning. Teachers do not talk for too long and over direct, ensuring engagement and collaboration.
- **Well-paced lessons make sure** all groups of learners make progress, maximising the use of lesson time to ensure continued learning. A thriving learning culture is explicit and noticeable.
- **Constructing well planned learning** in all parts of the lesson is matched to the age-related expectations and relative starting points of all children so that they make

progress in all parts of the lesson leading to rapid progress in all parts of the lesson and over time

- **Devising support, scaffold and stretch opportunities** for pupils to challenge and develop thinking in order to make great progress in and across lessons. Lessons are never 'one size fits all'
- **Modelling and demonstrating** will be used in to share the learning steps, making thinking explicit and showing the learning process (metacognition).
- **Continuous assessment for learning** will be used in all parts of the lesson by the teacher, the other staff and the children to identify what the children can do and what they need to do in order to improve
- **Feedback** is used to move learning forward, allowing children to understand what they have been successful doing, why they have been and what they need to do next to move their learning forward.
- **Using plenaries effectively** to review new learning and make next steps explicit. Mini plenaries happen throughout the lesson to assess and check understanding and progress so learning can be moved rapidly on

## What constitutes great learning behaviours?

**Secrets of Success** are taught and modelled to pupils, woven across the curriculum. These are learning behaviours taught and therefore expected by pupils.



## What constitutes great feedback?

All forms of feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Staff have ownership and also the responsibility to utilise the most pertinent form of feedback to support progress of pupils. Staff should be able to articulate the choices made in feedback which has helped inform teaching, check understanding and help identify different starting points.

Feedback is ongoing and largely discussion based. Moving around the classroom and offering continual feedback in the moment is the most effective and efficient form of feedback. Feedback should never be vague but specific to the learning task they have completed or are completing. The vast majority of feedback in our schools is delivered in this way.

Learning is adapted to meet the emerging needs of all children at the moment of feedback, over lessons and over time. Which means that feedback will have been given, the work has improved, the gaps in learning closed with suitable and appropriate challenges made giving a deeper understanding or moving learning forwards.

## Feedback Expectations

The overall guidance for staff when marking each lesson is minimum daily feedback and marking requirements per lesson for staff are:

- Highlight the appropriate “S” to reflect achievement.
- Basic skills are addressed (through whole class, group or individual feedback.)
- Pupils clearly respond to this feedback and corrections or improvements are seen.
- Over each week, children will receive a variety of feedback – either verbal or written.
- Support staff actively giving feedback

### Marking Codes

Marking Code	Meaning
Marking against SSSS to show pupil achievement	
green	achieved
orange	partially achieved
pink	not achieved and more support needed.
A pupil may have more than one highlighted, for example if they have achieved the standard, but only partially achieved the stretch.	
Children tick against the S they have achieved at the end of the lesson as part of daily self-assessment.	



Staff should develop systems to easily filter and prioritise feedback. E.g. Gathering pupil books together who have already received feedback in the lesson or using pupil self-assessment to identify target groups for surgery.

(Tick)	Correct
(Cross)	A small cross in green pen to show incorrect answer or response.
Pink highlight underline/ dot	SPAG basic error, presentation error
Orange highlight underlined/ dot	Opportunity to develop responses.
Green highlight underline/dot	Reflecting success in success criteria
<i>If pupils have not achieved a green highlight by their S, then staff may use whole class feedback or small group/ individual feedback where necessary. This is in the form of a learning surgery or a getting to green task.</i>	
Learning Surgery	Learning surgery to take place to support pupil achieve.

### Whole Class Feedback

*“It is possible to skim books and pull out the key points which a number of pupils are still getting wrong. These misconceptions and mistakes are the platform for new learning as the teacher revisits these at the start of the next lesson...it is more effective in terms of moving learning on, of providing honest feedback and securing deeper progress over time.” – Mary Myatt*

*“As part of a diet of feedback of various kinds, this technique is an excellent way to give students timely, detailed formative feedback whilst minimising teaching workload. It replaced writing individual comments in books with feedback given to the class as a whole. This allows the teaching to engage with their detail of the work students produce rapidly, to inform a short, effective feedback and improvement cycle.” – Tom Sherrington*

Selecting the most effective form of feedback is important. If a pupil’s work is littered with basic errors, consider the form of feedback needed e.g. side by side verbal feedback.

Strategies for Feedback	
Whole class Feedback	<ul style="list-style-type: none"> <li>• Occurring in DIRT time or at beginning of the following lesson.</li> <li>• Whole class feedback is used in wider curriculum feedback where appropriate. E.g start of following lesson or end of the current lesson.</li> <li>• Staff share key basic errors and whole class actions needed on the whiteboard or flipchart. This should be written to allow children to refer to.</li> <li>• Pupils respond to feedback (orange/ pink highlighting) and next steps.</li> <li>• Should pupils not need to address errors picked up or have individual feedback/ next steps, then staff should utilise these pupils to support others or rehearse basic skills (e.g maths number facts).</li> <li>• Use peer assessment through discussion of whole class feedback working in pairs, small groups or as a class.</li> </ul>
Basic error marking	<ul style="list-style-type: none"> <li>• Limited to 3 basic errors picked up e.g 3 pink dots</li> <li>• Pupil will respond and correct pink dots in addition to any whole class feedback needed.</li> </ul>

## What constitutes quality assessment?

### **Formative Assessment**

Formative assessment is used to inform teaching and learning and to identify pupils' gaps and misconceptions. Learning can then be tailored to meet the needs of each child, no matter what their attainment or starting point. Pupils have regular opportunities to engage in formative assessment and demonstrate their learning in a variety of ways.

### **Summative Assessment**

Summative assessment enables school leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. Teachers are able to evaluate learning at the end of a unit or period and the impact of their own teaching and it supports pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. Summative assessments enable parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

### **Special Educational Needs and Disabilities**

When planning for teaching and learning we take into account the wide range of abilities of our children. Where necessary children are identified as having additional needs and placed on the school SEND register. These children are then assessed individually, and individual education plans are created. Extra support is given, and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made to that every SEND child can fully access the curriculum.

### **TAFS**

Teachers date and colour code the TAF spreadsheets on an ongoing basis. This builds an accurate picture of pupil achievement as the term progresses and highlights opportunities for consolidation for some pupils. To highlight green – pupils must be working at Standard or above. If children are completing an activity with a scaffold or support, then this would be highlighted orange on the TAF. Spreadsheets are monitored termly.

## Classroom Environment to Support Learning

**A curriculum display** – it should be obvious what topics or books you are studying through exciting displays. These build up over time and reflect all aspects of the curriculum, not just the humanities.

**Science display** – one term per year replacing summer term curriculum.

### **Reading working wall:**

- Think & link
- Vocabulary
- Sentence stems as appropriate
- Appropriate Viper



**Writing working wall:**

- Think & link
- Key features
- Key vocab/ Phrases to magpie
- Sentence starters
- Skills rehearsal
- Modelled example (annotated)
- Headings for each E of the journey
- Explore as reader/ Explore as writing/ Evolve/ Exhibit

**Spellings:**

- Examples from previous spelling lists

**Maths working wall:**

- Think & link
- Vocab
- Modelled example
- CPA representation (if appropriate)
- Problem solving sentence stems

**Celebration boards (if space)** – double backed to celebrate excellent work.

**Reading area** – clear, organised, enticing.

**Values display**

**Timeline to build up historical knowledge (from VE)**

**Map to build up knowledge of the world. (From JM)**

**Resources** – so children can access key resources independently. They don't need to be on tables all the time, but just clearly labelled so children can get what they need, when they need them.

**Spacing** – Make each display space a separate area, with clear distinction to allow children to find and identify information.

We have bought plastic sheeting to cover working walls to allow scaffolding and non-negotiables to be put up and down, without damaging what is below. The idea is that this isn't additional work, but we will build the working walls into our lessons to scaffold learning over time. Please see Prince and Victoria to see how they have used it well in the classrooms.

## At Brindley & Foley, we develop excellent standards of behaviour and meaningful relationships

<i>Through</i>	<i>By</i>	<i>So that</i>
<b>Positive relationships</b>	<ul style="list-style-type: none"> <li>• Showing an active interest in children</li> <li>• Building positive rapport</li> <li>• Establishing trust</li> <li>• Modelling positive relationships between teachers and pupils</li> </ul>	Children feel secure, trusting and therefore engage in their learning. They grow in confidence by being surrounded in an enabling environment and achieve well.
<b>Creating a positive atmosphere</b>	<ul style="list-style-type: none"> <li>• Using praise</li> <li>• Referring learning behaviour and secrets of success</li> <li>• Using rewards and sanctions outlined in behaviour policy.</li> <li>• Interesting and relevant learning.</li> <li>• Recognising achievements for all</li> <li>• Promoting equality</li> </ul>	“No significant learning can happen without a significant relationship.”
<b>Clear expectations</b>	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Providing resources to support</li> <li>• Clear communication</li> <li>• Children repeating back instructions to check for understanding.</li> <li>• Use of the behaviour policy</li> <li>• Modelling and articulating values in school</li> </ul>	Children are ready to learn effectively, finding security and familiarity in well-established routines. High expectations and standards are upheld by all pupils.
<b>Well-rehearsed routines</b>	<ul style="list-style-type: none"> <li>• Ensuring consistency every day</li> <li>• Insisting on routines</li> <li>• Explaining any changes to anticipating routines</li> <li>• Praising compliance</li> </ul>	
<b>Insisting on attention</b>	<ul style="list-style-type: none"> <li>• Setting clear expectations</li> <li>• Articulating expectations regularly.</li> <li>• Managing distractions for children.</li> <li>• Children taking ownership of learning and behaviour.</li> <li>• Waiting for all</li> <li>• Maintaining good eye contact and posture.</li> </ul>	Children maximise each learning opportunity and develop positive learning behaviours.
<b>Using clear choices and consequences</b>	<ul style="list-style-type: none"> <li>• Adhering to behaviour policy</li> <li>• Personalised targets and behaviour plans</li> <li>• Being fair and consistent</li> </ul>	Children take responsibility for their actions and to enable and safe and secure environment for all learners.
<b>Developing individuality</b>	<ul style="list-style-type: none"> <li>• Give choices</li> <li>• Promote independents</li> <li>• Promote responsibility</li> <li>• Promoting differing curriculum outcome.</li> <li>• Promoting interests</li> <li>• Offering a broad and balance curriculum and enrichments opportunities.</li> </ul>	Children learn to develop an appreciation of what makes them unique and therefore valued.

## At Brindley & Foley, we develop inspire children through our amazing curriculum and enhancements

Through	By	So that
<b>A well-designed knowledge rich curriculum</b>	<ul style="list-style-type: none"> <li>• Utilising staff expertise</li> <li>• Bespoke curriculum design meeting needs the needs of our community</li> <li>• Well varied outcomes for pupils</li> <li>• Subject Specific focus to develop pupil knowledge</li> <li>• Embedding subject specific knowledge</li> <li>• Clear skills progression for all subjects.</li> <li>• Opportunities to reference and recap skills to embed long term memory.</li> </ul>	<p>Children are able to engage with the world around them. They experience a rich diet of knowledge and learning through an exciting curriculum. Learning is memorable and purposeful.</p>
<b>Coherent mapping</b>	<ul style="list-style-type: none"> <li>• Well planned and appropriate links across curriculum areas.</li> <li>• Progression models across year groups.</li> <li>• Clearly mapped prior knowledge expectations.</li> <li>• Identifying powerful knowledge needed for developing schema.</li> </ul>	<p>Children have opportunities to develop their knowledge and schema across the curriculum so that they know more, do more and remember more. Children build substantive and disciplinary knowledge in order to make progress and cross curricular links.</p>
<b>Well sequenced learning</b>	<ul style="list-style-type: none"> <li>• Foundation curriculum builds on prior knowledge and future learning</li> <li>• Progressive and standardised learning journey in reading, writing and maths.</li> <li>• Use of the TAFs to develop and challenge pupils.</li> <li>• Use of homework to reinforce knowledge and skills.</li> </ul>	
<b>High expectations for curriculum content</b>	<ul style="list-style-type: none"> <li>• Ensuring a focus of knowledge and vocabulary.</li> <li>• Promoting a variety of outcomes</li> <li>• Modelling outcomes and high expectations in displays.</li> <li>• Promoting pride and excellent presentation in Be Proud, Be You books.</li> </ul>	<p>Children are aspiration in their learning and an ethos of excellence is embedded through school.</p>
<b>Weaving a range of approaches and experiences</b>	<ul style="list-style-type: none"> <li>• Developing cultural capital and enrichment of subject through trips, visitors, experience days alongside pupil outcomes such as BPBY, debate, presentation and electronic outcomes.</li> <li>• Quality Arts curriculum and outcome development.</li> <li>• Promoting enterprise projects in school.</li> </ul>	<p>Children have exposure to a range of people and places, developing their cultural capital. Children develop passions and interests for subjects and subject matter.</p>

Embedding reading across the curriculum	<ul style="list-style-type: none"> <li>• Use of WAGOLLS in reading and writing to read and deconstruct.</li> <li>• Provision of high-quality resources and books.</li> <li>• Carefully planned progressive text and reading spine across school.</li> <li>• Routinely reading in every lesson.</li> <li>• Utilising opportunities to read across the curriculum.</li> </ul>	Children develop fluency in reading, building vocabulary and a knowledge of different genres of text. Children can retrieve information and make connections between content effectively.
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## At Brindley & Foley, we impart new knowledge through clear explanation and modelling

Through	By	So that
<b>Live modelling</b>	<ul style="list-style-type: none"> <li>• Having clear Keys to Success</li> <li>• Modelling tasks for children – written and practical</li> <li>• Articulating the thinking the process for children.</li> <li>• Developing editing skills.</li> <li>• Modelling language and vocabulary for pupils.</li> </ul>	Children have a clear understanding of how to access and complete learning.
<b>Deliberate vocabulary practise</b>	<ul style="list-style-type: none"> <li>• Using Vocab lab to introduce vocabulary explicitly.</li> <li>• Clear planned topic related vocabulary.</li> <li>• Promoting use of vocabulary in oral and written work.</li> <li>• Providing WAGOLLS rich with vocabulary choices.</li> <li>• Displaying key vocabulary on working walls for pupils to reference.</li> </ul>	Children have a rich and broad vocabulary, making links across subjects and with prior knowledge.
<b>Scaffolding</b>	<ul style="list-style-type: none"> <li>• Providing:</li> <li>• Physical resource</li> <li>• Sentence stems</li> <li>• Additional time</li> <li>• Additional modelling</li> <li>• Fluid seating</li> <li>• Resource station</li> <li>• Utilising peer support</li> <li>• Visual or video prompts.</li> </ul>	All pupils can achieve.
<b>Setting the standard for excellence</b>	<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Providing precise WAGOLLS</li> <li>• Sharing worked examples</li> <li>• Key to Success use</li> <li>• Providing quality resources</li> <li>• Focussing and promoting high levels of presentation.</li> <li>• Use of feedback to develop outcomes further.</li> </ul>	Developing aspiration for pupil's achievements.

<b>Make links between learning</b>	<ul style="list-style-type: none"> <li>• Explicitly making cross curriculum links</li> <li>• Well planned and progressive curriculum</li> <li>• Adult questioning and paired talk.</li> <li>• Recapping and linking prior knowledge – Think and Link.</li> </ul>	Children develop a deep and broad understanding to apply knowledge and skills across the curriculum.
<b>Promoting metacognition</b>	<ul style="list-style-type: none"> <li>• Deploying SSSS across the curriculum.</li> <li>• Use of assessment – high questions, self-reflection, prior learning.</li> <li>• Developing pupil independence and resilience.</li> <li>• Providing tools for pupils to monitor and self-regulate learning.</li> <li>• Explicit modelling of direction learning.</li> </ul>	So children take ownership of their learning, feeling confident, valued and with pride.
<b>Anticipating errors and misconceptions while tackling new ones as they emerge.</b>	<ul style="list-style-type: none"> <li>• Recapping prior learning</li> <li>• Feedback</li> <li>• Modelling deliberate mistakes</li> <li>• Modelling ‘thinking out loud’</li> <li>• Clear knowledge of pupil’s strengths and gaps in learning.</li> <li>• Planning accordingly to allow pupils to progress.</li> </ul>	Common misconceptions are eradicated effectively to ensure all pupils make great progress.

## At Brindley & Foley, we deepen learning through effective questioning and feedback

Through	By	So that
<b>Cold Calling</b>	<ul style="list-style-type: none"> <li>• No hands up teaching</li> <li>• Hands down, I’m choosing</li> <li>• Paired talk opportunities to rehearse responses</li> <li>• Asking what partners think</li> <li>• Using whiteboards for AFL.</li> </ul>	Understanding can be assessed and responded to.
<b>Checking for understanding using assessment for learning strategies</b>	<ul style="list-style-type: none"> <li>• Using Whiteboards</li> <li>• Use of SSSS</li> <li>• Listening to paired talk to assess.</li> <li>• Live feedback and marking</li> <li>• Responding to emerging needs in lessons</li> <li>• High questions</li> <li>• Learning lines</li> <li>• exit pass</li> <li>• self/peer assessment</li> </ul>	
<b>Giving quality in the moment feedback</b>	<ul style="list-style-type: none"> <li>• Live marking and feedback</li> <li>• Supporting groups</li> <li>• Use of SSSS</li> <li>• Flexible grouping responding to needs in the lesson and from prior learning.</li> <li>• Targeted feedback</li> <li>• Flexible staff support</li> </ul>	Learners can move on and make additional progress. Children grow in confidence and develop metacognition skills.

<b>Using feedback as actions which moves learning forward</b>	<ul style="list-style-type: none"> <li>• DIRT tasks where pupils respond to feedback.</li> <li>• Whole class feedback.</li> <li>• Surgeries</li> <li>• Live marking</li> <li>• Use of the orange highlighter</li> <li>• Drafting in English</li> <li>• Adapting planning to respond to learning.</li> <li>• Adapting lessons to develop learning effectively.</li> </ul>	<p>Learners make progress and have their specific needs met, as seen in lessons and children's books.</p>
<b>Using opportunities for structure discussion</b>	<ul style="list-style-type: none"> <li>• Paired talk</li> <li>• Group talk</li> <li>• Sentence prompts to support outcomes.</li> <li>• Opportunities to present work orally.</li> </ul>	<p>Children have well developed oracy skills. They have a solid command of spoken and written English, empowering pupils to have a voice and to make it heard.</p>
<b>Use probing questions</b>	<ul style="list-style-type: none"> <li>• Asking why/ how do you know/ prove it in response to pupil's answers.</li> <li>• Open ended questions.</li> <li>• Targeted questions to build responses.</li> <li>• Basketball questioning</li> </ul>	<p>Learning is deepened further.</p>
<b>Utilising whole class feedback</b>	<ul style="list-style-type: none"> <li>• Giving focussed next steps</li> <li>• Adapting planning as a response to learning.</li> </ul>	<p>Common misconceptions are identified and addressed rapidly.</p>
<b>Adapting learning in lessons and across lessons.</b>	<ul style="list-style-type: none"> <li>• Application across the curriculum</li> <li>• Responding in the moment</li> <li>• Considering potential barriers</li> <li>• Using SSSS</li> </ul>	<p>Learners are given appropriately challenging work to meet their specific next steps.</p>
<b>Review learning</b>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Brain dump</li> <li>• Flashback Friday</li> <li>• Curriculum mind maps</li> </ul>	<p>Gaps closed by creation of schema.</p>



## At Brindley & Foley, we meet each pupil's needs

Through	By	So that
<b>Challenge for all pupils</b>	<ul style="list-style-type: none"> <li>• Questioning pupils</li> <li>• Effectively feedback</li> <li>• Providing support and scaffold for pupils</li> <li>• Providing stretch and challenge opportunities.</li> <li>• Using Split starts</li> <li>• Developing pupil's metacognition.</li> <li>• A curriculum of high expectations</li> </ul>	All pupils make good or better progress, reaching their full potential.
<b>Fine-tuned scaffolding</b>	<ul style="list-style-type: none"> <li>• Precise provision of aids for learning across the curriculum</li> <li>• Using prior knowledge and assessment to anticipate misconceptions or gaps in learning.</li> <li>• Using pre assessment opportunities.</li> </ul>	Children develop independence, resilience and confidence.
<b>A comprehensive knowledge of each pupil's strengths and next steps</b>	<ul style="list-style-type: none"> <li>• Embedding assessment for learning in practise across the curriculum – formative and summative.</li> <li>• Use of TAFS</li> <li>• Use of feedback to identify gaps or next steps.</li> <li>• Pupil progress meetings</li> <li>• Data analysis</li> </ul>	Learning is precisely planned to meet children's emerging needs.
<b>Quality SEND provision</b>	<ul style="list-style-type: none"> <li>• Targeted interventions</li> <li>• Resourcing effectively to meet needs of pupils</li> <li>• Deployment of support staff.</li> <li>• Meeting SEMH needs of pupils via mentoring or external agencies.</li> <li>• Using ITPS to plan for small step progress.</li> <li>• Pupil Passports and IBPS</li> </ul>	SEND pupils make progress from starting points, with access to a broad and balance curriculum. Pupils in need of further support can access this through well planned and documented provision.
<b>Precise intervention and effective intervention</b>	<ul style="list-style-type: none"> <li>• Progressive waves of additional support.</li> <li>• Utilising expertise of external agencies.</li> <li>• Utilising expertise of internal supports</li> <li>• Interventions are measured and monitored.</li> <li>• Interventions are selected by teachers based on assessment for learning.</li> </ul>	

## At Brindley & Foley, we prioritise reading throughout the curriculum

Through	By	So that
<b>Embedding opportunities to discreet teaching and rehearsal of reading.</b>	<ul style="list-style-type: none"> <li>• Daily reading lesson</li> <li>• Whole class reading</li> <li>• Peer reading</li> <li>• Use of VIPERS for reading</li> <li>• Vocabulary instruction</li> <li>• Adapting learning to meet needs of children.</li> <li>• Consistent approach across school.</li> <li>• Exposing children to new authors and genres.</li> <li>• Making links to writing journey.</li> <li>• Vocabulary rich environment</li> </ul>	Children develop fluency and understanding, allowing them to access the curriculum and develop a love of reading.
<b>A well planned and progressive reading spine</b>	<ul style="list-style-type: none"> <li>• Rich range of texts and genres</li> <li>• Well stocked library</li> <li>• Access to quality books in and across school – library/ classroom/ reading shed.</li> <li>• Age appropriate and challenging reading materials.</li> <li>• Well planned curriculum links</li> <li>• Phonics assessments completed to ensure children are levelled on the correct reading level.</li> <li>•</li> </ul>	
<b>Phonics teaching</b>	<ul style="list-style-type: none"> <li>• Small group phonics teaching</li> <li>• Phonics assessments track progress of pupils.</li> <li>• High quality phonics resources and provision across school</li> <li>• Phonics tutoring approach adapted to meet needs.</li> <li>• Closing the gap through specific interventions.</li> <li>• Streaming through Key stage one mixed age provision and ensure clear gaps are identified for children not meeting expected standard</li> <li>• Children in Early Years will complete Phonics assessments and be streamed based on sound knowledge.</li> </ul>	Providing pupils with skills and knowledge to decode and encode effectively.
<b>Access to reading across the curriculum</b>	<ul style="list-style-type: none"> <li>• Rich vocabulary</li> <li>• Quality curriculum texts</li> <li>• Reading centred curriculum lessons</li> </ul>	Children experience and enriched curriculum, allowing them to read, recall and make links with other sources.

## At Brindley & Foley, we embed concepts into long term memory through deliberate practise and retrieval

Through	By	So that
<b>Low stakes retrieval</b>	<ul style="list-style-type: none"> <li>• Low stakes quizzing</li> <li>• Multiplication 'clubs'</li> <li>• Schema mapping practise</li> <li>• Reading quizzes</li> <li>• Spelling rehearsal</li> </ul>	Pupil's learning is embedded in their long-term memory, reducing cognitive load.
<b>Making explicit connections to learning in and across subjects</b>	<ul style="list-style-type: none"> <li>• Think and link in each session, linking curriculum subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil's schema develops, drawing on their wider knowledge.</li> </ul>
<b>Using concrete examples</b>	<ul style="list-style-type: none"> <li>• Use practical materials</li> <li>• Linking learning to pupil's prior learning and understanding or experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil's schema develops, drawing on their wider knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Giving independent practise</b></li> <li>• <b>Opportunities to build fluency and automaticity</b></li> </ul>	<ul style="list-style-type: none"> <li>• Working independently within their goldilocks zone.</li> <li>• Pupils have the opportunity to rehearse skills away from the point of learning.</li> </ul>	Pupils consolidate learning and skills, embedded them in long term memory.
<b>Giving guided practice</b>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Metacognition strategies</li> <li>• Adjusting learning in light of pupil information</li> <li>• Assessment for learning influencing further opportunities.</li> </ul>	Pupil's skills are refined and developed over time.

## Subject specific pedagogy and routines:

### Early Years Foundation Stage

At Foley Infant Academy, we will be running the Early Years as one unit of two mixed Reception and Nursery classes. The Nursery children will have a tailored input daily for English, Maths and Phonics. Reception will be taught discreetly to complete Power Maths, English and Floppy Phonics sessions. Children will be mixed to receive their Topic inputs in the afternoon. Children will also be exposed to the NCETM Maths mastery inputs four times a week and regular dough disco/handwriting session to aid fine motor development.

Across the year all children will be taught twelve learning topics linked to key themes such as 'All About Me', 'Dinosaurs' and 'The Amazing Animal Kingdom'. Staff will be expected to follow the medium-term plans for each topic and the progression of key skills and knowledge to ensure provision is clearly matched to the children's next steps. Children will have free access to a range of learning opportunities to complete during 'Choosing time' to be exposed to new learning experiences.

Assessment is key to progress throughout these earlier years. Staff will all be trained to complete weekly observations using 'Evidence Me'. Each week, one observation for each child will be parent shared to ensure that parents are aware of their learning experiences in school. During the first 4 weeks of the year, Reception children will be assessed against the Reception Baseline Assessment in line with the government assessment systems. Each child will complete a communication and literacy assessment, and a Mathematics assessment led by each teacher. Furthermore, staff will be expected to complete a Maths focus, English focus and general observation to support teacher judgement and submit all data onto Insights Tracking by the end of the fourth week in Autumn 1. Each child in Nursery and Reception will be assessed against the Welcomm communication and language assessment during the first six weeks of term. They will then repeat this assessment at the end of the year to ensure progress has been made. Children that score below age related expectations will receive regular interventions and then be assessed again to ensure the gap has been closed in their language needs. Phonics assessments will be regularly completed to track children's progress in their blending and segmenting and will be monitored to ensure children are on the correct reading book level.

This year our key focus is the learning environments. Across the Early Years unit, there will now be a Maths themed classroom named 'Number Land', a Literacy based classroom named 'Letter Land' and a topic-based classroom named 'The Land of Make Believe'. Each classroom will need a Reading area full of high-quality texts linked to key themes and be vocabulary rich with up-to-date language displayed to assist children's language development. All display boards will be backed with hessian and bordered twice to ensure consistency across the unit. All staff will take on a role to plan children's next steps on the display board and teachers will be expected to resource all activities. Children will have opportunity to go to Number Land and Letter Land at different points in the day for the discrete teaching inputs and then during 'Choosing Time' access to all three classrooms with activities of their choice.

Throughout the day, children will have access to a range of learning opportunities in the outdoor area. Staff will carefully plan and resource activities outside to allow children to develop skills needed. Staff will complete a half termly plan for outside to ensure resources are carefully planned, resourced and set out for children to freely access. Teachers will plan a selection of outdoor teaching inputs, when appropriate, and will encourage active learning as much as possible.

## KS1 Phonics

### Non-negotiables for teaching and learning of Phonics in KS1

At Foley Infant Academy we follow the systematic approach laid out in Floppy's Phonics Sounds and Letters, which we have adapted to meet the requirements of the new National Curriculum. Staff complete weekly plans for phonics which ensure progression and effective, high-quality teaching.

In every discrete phonics lesson:

- In each class, there will be two focus phonemes for the week for the whole class. The sound will be differentiated according to the ability of each child in the class.
- All lessons start with a clear learning objective which is linked to the phase of letters and sounds that the year group are working on.
- The learning objective will be called 'WE ARE LEARNING TODAY...'
- The learning objective will specify if the phoneme is a 'reading' focus (blending) or a writing focus 'segmenting'. This will be covered throughout the week so the children can investigate and explore both aspects in and out of context.
- Success criteria will be shared with the whole class, and this will be differentiated according to ability.
- Success criteria will be very specific and linked to the intended outcome for that sound.
- Success criteria will be called 'WHAT I AM LOOKING FOR', be in child friendly terminology and start with 'I can...'
- New phonemes will be taught using the correct articulation and terminology and all children will use this terminology in their learning. E.g. phonemes, digraphs, trigraphs, split-digraph,
- At the start of every lesson phoneme flashcards are used as a quick warm up to refresh and rehearse previous sounds for each phase. This will be differentiated for each year group. Phoneme flashcards can also be used throughout mini-plenaries and independent learning when children are practicing phonemes.
- Lessons follow the structure outlined below through the teaching of skills and sub-skills
  - **REVISIT & REVIEW:** Revise previously taught sounds and graphemes using flashcards, frieze and Say the Sounds Posters. Revisit tricky words appropriate to phase.
  - **TEACH:** Introduce new sound and grapheme using flashcards, frieze and the Interactive Resources.

- **PRACTISE:** Pupils practice new and revised sounds and graphemes with Sounds & Letters Books and Activity Sheets
- **APPLY:** Pupils extend their core skills with words and sentences using Cumulative Texts and Grapheme Tiles
- **CONSOLIDATE:** Pupils use the Interactive Resource activities and the end pages of the Sounds & Letters Books to consolidate code knowledge and their skills
- **PRACTISE READING:** Pupils read Floppy's Phonics fiction and non-fiction books as independently as possible
- Feedback will be given throughout the lesson to individuals to move learning forwards and drive progress. Children will be given extensions to learning opportunities for children to apply phonemes in context.
- Other adults will impact learning throughout the whole phonics lesson by using questions and reinforcement of key strategies taught with individuals.
- Other adults will model and demonstrate new learning with groups/individual children.
- Outcomes to learning will be demonstrated in a variety of ways depending on the strategy/learning opportunity. E.g. multi-sensory resources will support learning in a practical way but there will also be opportunities to rehearse and explore the writing of key phonemes and words.
- The teacher/TA will use higher order questions when asking the children to explain strategies used and ways to read and spell a new word.

#### Assessment in Phonics:

- In each class at Foley, staff will have a Phonics assessment folder. All children will be assessed using a sound recognition and word reading assessment. When a child scores 80% or above on the shorter words, in the word reading assessment, to be on the correct book band level.
- All book band levels will be recorded on the excel spreadsheet and on Insights at the end of each term.
- If a child is reading a levelled book confidently, they will need to be reassessed immediately to ensure they are on the correct book band level.

## English (Reading and Writing)

Our English curriculum intent is as follows:

- We want our children to develop a **life-long love and passion for the power of reading and writing.**
- We want all of our children be **confident fluent readers** who **read widely, read often, read for pleasure and read to learn.** We want them to be exposed to a **variety of literature, genres and authors.**
- We believe that children need to develop a **secure skill set in English** which follows a **clear pathway of progression** both in terms of reading and writing. This will give the children the **confidence to apply their learnt skills within their own learning within English lessons and across the wider curriculum.**



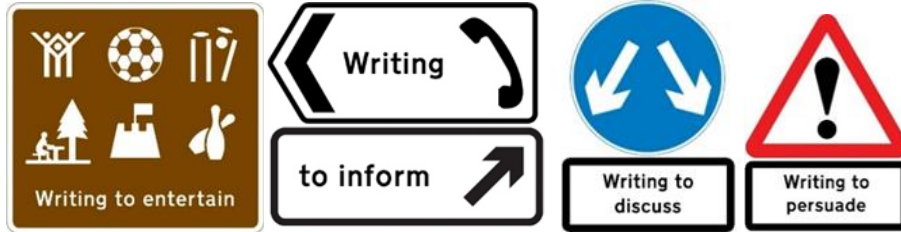
- We want to create a **culture** in which children **take pride** in their writing, can write **clearly and accurately** and **adapt their language and style for a range of contexts, audiences and purposes**. - *be proud, be aspirational, be you.*
- We want our children to **aspire to be authors**: to develop an **individual style and tone**, drawing upon the **styles of authors they encounter** through their reading and to see **writing as a process** that involves **initial thinking** (planning), **drafting and editing** (reflecting upon and refining) and **publishing** (polishing). - *be resilient, be aspirational, be you.*
- We want our children to **communicate with confidence**: to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates. - *be respectful, be you.*

We implement this in the following way:

- English is taught throughout the week at Foley and Brindley.
- English 'Writing' is taught five times per week. Each session is 1 hour in length.
- In KS2, English 'Reading' is taught four times per week. Each session is 30 minutes in length.
- In KS1, Reading is taught through phonics four times per week for 20 minutes. In Year 2, after a period of phonics review and retrieval in Autumn, the children move into whole-class reading for 3 times per week (30 minutes per sessions).
- In KS1, guided reading takes place 4 times per week for around 20 minutes. This is predominantly Year 1 children, but may include some targeted children in Year 2
- At Brindley, a dedicated spelling session is taught once per week on a Friday morning. This is followed up throughout the following week with short, mini, retrieval tasks. At Foley, in Year 2, spelling is taught four times per week for 20 minutes with retrieval included within each session. We follow the spelling shed scheme, adapted to the needs of our children.
- Handwriting is taught at least 3 times per week alongside spelling practice.

## Writing

- Our writing journey is broken down into 4 separate parts: **Establish, Explore** (as a reader and as a writer), **Evolve, Exhibit**.
- Our vision is that children **love** and **care** about the work they produce. We want our children to **adore** their writing, taking **great pride** in their finished products. We want our children **to be writers**, not to just *do some writing*.
- We want to give our children inspiration to write, and our writing journeys are designed to ensure that children write with a specific purpose and audience in mind.
- At Brindley, we write for 4 different purposes: **Writing to...Entertain, Inform, Discuss and Persuade**



- On balance, we expect there to be 3 units of Writing to Entertain and 3 units of Writing to Inform/Persuade/Discuss within each term. Examples of the type of writing that fits within these purposes can be found in our [Writing to...Genre Toolbox](#) documents.
- Much of our vision for our writing journey takes its inspiration from the work of Ron Berger (An Ethic of Excellence).

*“I believe that work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence. After students have had a taste of excellence, they’re never quite satisfied with less; they’re always hungry.”*

*“Students need to know from the outset that quality means rethinking, reworking and polishing.”*

## Reading

Reading is taught via 1:1 reading, guided reading (in EYFS and Year 1) and whole-class reading. Phonics is delivered daily via the floppy phonics reading scheme.

Content domains for reference in Key Stage 1 and Key Stage 2 are as follows:

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Retrieve
1c identify and explain the sequence of events in texts	Sequence
1d make inferences from the text 1e	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

## **Y2 – Y6 VIPERS Lesson Structure**

VIPER whole class reading sessions take place 4 x a week for 30 minutes. In addition to this, in Key Stage 2, on a fortnightly basis, there will be one extended 60-minute session that replaces the literacy session for that day. These are separate to but may complement literacy sessions.

### **Genre coverage**

In a 6-week half-term, 3 weeks will be spent on fiction, 2 weeks on non-fiction and 1 week on poetry.

- Fiction (3 weeks)
- Non-fiction (2 weeks)
- Poetry (1 week)

In addition to the above, in Key Stage 2, the children will complete one 60-minute comprehension lesson on Fiction, Non-fiction and Poetry. This will involve the children studying a specific extract and developing their comprehension skills across the full range of reading content domains.

### **Learning Sequence**

In a 4-lesson week, 2 separate VIPERS will be covered (2 days on each)

- Day 1 will involve reading the extract for the first time and oral/collaborative learning will take place focussed upon a specific VIPER.
- Day 2 will involve re-capping the learning from the day before. The children will then complete a written activity based upon the VIPER in question.

### **Teacher Reading**

Each reading session will begin with the teacher reading to the children. This gives the teacher an opportunity to model reading (expression, intonation) and to promote that love of reading!

### **Partner Read / Independent Read**

Following this, the children then read the rest of the extract. This may be done independently, as a pair, or with the support of an adult. During this stage, an adult may listen to different children read on rotation so as to assess their word reading fluency.

### **Vocab Lab**

The 'vocab lab' is a short, 'five minutes' focus upon vocabulary. Often this will be vocabulary that the children are about to come across in the text being read, but it can also be done after the text has been read.

### Quick Quiz

Following 'reading' and 'vocab lab', the children will take part in a quick-fire 5-8 question mini quiz. The focus is predominantly upon the quick recall of key facts/key information. Fast and fun!

### VIPERS Activity

To finish the session, the children will hone in upon a particularly reading comprehension skill (VIPERS).

An accompanying document, **Ideas/Activities/Question Stems** outlines different activities children may participate when studying different VIPERS.

On day 2 of the learning sequence, the children will recap the learning from the day before and then complete a written activity based upon the VIPER being studied. This will link to the learning the children did the day before.

The Year 2 sequence is slightly adapted for their year group. In Year 2 children cover 1 text over 3 days with a heavier weighting towards re-reading and reading fluency. 2 pieces of evidence are gathered each week (1 being retrieval and 1 being a VIPERS activity).

## Maths

At Brindley and Foley, it is our **intent** that all children will have a passion for mathematics. Our vision for mathematics focusses on the teaching of core objectives, enabling our children to be competent mathematicians for life. We are proud that our mapping of learning objectives allows children to develop a true depth of mathematical understanding, thus allowing them to become confident and independent mathematicians.

The design of our mathematical curriculum enables children to build on prior learning from different points in time while staff ensure this prior learning is regularly recalled, particularly through the use of daily retrieval in KS1 and KS2. New knowledge and concepts are taught, whilst allowing children to consolidate and secure prior learning. Problem solving and Reasoning opportunities are provided for all pupils, and they are actively encouraged to ask questions and given explanations at the appropriate level. Our wider curriculum also presents our pupils with opportunities to apply their skills into other areas of learning.

Through the **implementation** of daily mathematics lessons which are engaging and purposeful, children will be taught objectives progressively. Clear and well-planned modelling using a concrete, pictorial and abstract approach is used across the school, ensuring children have a clear understanding of new concepts. Resources are readily available for children to access independently. It is our belief that children should be empowered to make their own choices about their learning; this could be through the use of apparatus, peer support or moving through stages of the lesson at the pace appropriate to them. In all lessons,

opportunities are planned to enable children to use a wide range of vocabulary, which in turn enables them to make connections with their learning, as well as to reason and explain key concepts. Throughout lessons, children are challenged and given scope to practice new skills before applying these in a wide range of situations. Our support, scaffold and stretch approach to learning ensures all opportunities are perfectly pitched to the evolving needs of the pupils. Ongoing teacher assessment, throughout daily lessons, enables staff to plan carefully for the needs of pupils, while our clear tracking of progress ensures that children can revisit learning in a small group when required.

The **impact** of mathematics at Brindley Heath Academy will ensure children make the required progress over time, as well as reaching the age-related expectation at the end of Key Stage 2. Our toolkit of progression documents, written calculation policy, clear medium-term planning and assessment information will ensure lessons are purposeful and delivered to a high standard, resulting in outstanding outcomes for our pupils. This in turn, will ensure our pupils are resilient, confident, independent as well as proud of their mathematical capabilities.



Medium Term Planning is completed each term which maps the TAF's to be covered in each week.

Weekly Planning is completed showing the maths journey for that week.

Daily Maths lesson

Assessment during the lesson and after looking at children's work enables next steps to be planned for. Assessment information is recorded using our tracking system.

Daily retrieval session for assessment away from the point of learning.

### **Lesson Sequence**

Each maths lesson begins with a 'think and link' where children will make links between prior and future learning relevant to that lesson.

Vocabulary should be shared with the children and explained to enable them to use and understand the words they are using. These should be modelled by and insisted upon by adults within the lesson as well as being displayed on the working wall.

When planning, a key representation should be selected which can be used to scaffold the children's learning. This representation should be used to model new learning to the children as well as being used by the children. Modelling should take place throughout the lesson to enable learning to be embedded. This may be as a whole class, small group or 1:1.



When children begin their independent task, the tasks should follow a fluency, varied fluency and reasoning and problem solving approach. All children should be given the opportunity to access all parts of the lesson.

For our 'Rapid Graspers', stretch opportunities should be provided but also shared during the plenary to enable all learners to be exposed to.

### **Daily Retrieval**

Each day, children will be given a retrieval task consisting of four questions which related to topics that have been taught at different points in time. Children will complete this task in their Daily Retrieval book. Children's work can be peer marked and gap closing planned for accordingly.

### **Club Sheets**

Approximately three times per week, children should have the opportunity to complete their timed club sheet. In KS1 this will initially relate to addition facts but in KS2 will embed times tables. Each club should be marked and the child's best score collected in each week and recorded on the appropriate spreadsheet.

### **Homework**

Weekly homework is set for the children in KS1 and KS2 using maths.co.uk. All children have an Individual log in to access the website. Each Friday an activity should be set for each child which will enable them to consolidate learning they have been doing in the classroom. The children have the following week to complete their homework and their compliance should be logged onto the appropriate spreadsheet. Children who may not have access to a device, can use our school devices to enable them to complete their homework.

### **Planning**

There is a long term overview for each year group as well as a medium term plan for each year group detailing the objectives to be taught each term. Representations which maybe used to scaffold learning should be evidenced on the appropriate plan.

Each week, one stand alone arithmetic will be delivered to each class to enable these key skills to be embedded over time.

A weekly maths plan should be completed for each year group and uploaded into year group folders each week. This should also detail the TAF statement relevant to this sequence of lessons.

### **Maths Working Walls**

Each classroom should have a clear and relevant maths working wall for the children to access. The working wall should contain:

- Key vocabulary
- Relevant modelling
- Evidence from think and links

- Sentence stems to support reasoning and problem solving
- Appropriate representations

### **Assessment**

Rigorous assessment should be happening throughout maths lesson with teaching adapted accordingly.

Marking each day should be inline with the school policy and children who have not achieved should have a gap task or maths surgery planned. New learning should not take place before children are secure with prior learning.

Termly standardised assessments will be delivered during Autumn and Spring using maths.co.uk. During the Summer term, children will complete the NFER document.

Evidence from retrieval, lessons and standardised assessments should be used to assess the TAF statements and recorded on Insights.

## **Breach of Policy**

Any breaches of this Policy will be managed under the Trust's Appraisal Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.

