

**Cromwell Academy**  
**Teaching and Learning Policy**  
*Committed to Achieving*

*Our Aims and Values*

*At Cromwell Academy we all strive:*

- To create memorable experiences for the whole community
- To build strong relationships and work in partnership to develop children who feel comfortable, safe, confident and valued
- To ensure every child has an equal opportunity to succeed and achieve
- To develop independent lifelong learners and responsible citizens through a stimulating and dynamic curriculum

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## What does outstanding learning look like?

### The pupils:

- Know what they are learning and how they will know if it has been successful.
- Know how to improve their learning.
- Take responsibility and explain their thinking.
- Show initiative, listen to others, seek out information, pose questions.
- Persevere and show a willingness to have a go when things are challenging.
- Work collaboratively, eg use talking partners, teams, groups etc and work independently when necessary.
- Consolidate prior learning and make connections to other learning.
- Show ownership of learning and self evaluation by use of target cards and responding to feedback.
- Show an interest, listen intently and remain on task.
- Work with effort, productively and at a good pace.
- Take care with their work and with the classroom environment.
- Have time to offer ideas, methods, and solutions for discussion, further enabled by thinking thumbs.
- Demonstrate and explain their work/strategies.
- Understand that making mistakes is part of learning.
- Are able to reflect on their learning journey both within the lesson and across the unit of work.
- Actively demonstrate the 8 life long learning skills.

## What does outstanding teaching look like?

### Planning stage:

- To ensure that all children have an equal access to the curriculum, PPA occurs in teams with mixed age group classes planning as a unit.
- Creative topic planning, to make full use of all cross curricular opportunities, will take place half termly in teams, with reference to the National Curriculum objectives, EYFS framework and Chris Quigley Essential Curriculum. The curriculum will be supported by a variety of resources, including:
  - RE – Cambridgeshire
  - PE – Sports Coaches – Premier Sports
  - Music – Music Express
  - ICT – Switched On
  - PSHE – Cambridgeshire
- Planning is recorded on the agreed planning formats, with flexibility to respond to the class, group or individual
- Current data is placed at the top of half termly and weekly planning grids. Vulnerable pupils are identified and these pupils can form teacher focus groups.
- Learning is clearly differentiated to address group and individual needs
- Child friendly and child led learning objectives link clearly to an end product for the lesson, to which the children can assess against.
- Clear structure within the daily, weekly and half termly learning journeys, which are shared with the children.
- Clear adult focus for a session.
- A range of high order questioning and a variety of resources used to stimulate and to support the teaching and learning.
- Carefully consider pace and duration of each part of the learning journey.
- Learning gives new Attitudes, Skills and Understanding

### Teaching stage

- Set high expectations of behaviour and focus on forging positive relationships, encouraging pupil confidence.
- Possible structures for a lesson could be:

### Starter

- 5-10 minutes
- Use of busy books, whiteboards, resources

- Fun, pacy and engaging – excitement and buzz

#### Teacher input

- 10 minutes. Balance of teacher talk/child talk.
- Share key vocabulary – generate child led learning objective through use of talk partners. Share child led LOs from each ability, discuss and celebrate.
- Share learning journey for the week – links to past and future learning. Display on working wall.
- White boards and talk partners.
- Children to generate Remember to's (success criteria). These include presentation and extension challenge. KS1 work towards children being able to do this.
- Inform children of relevant target on target card, children could also identify personal target.
- AfL use smiley faces to map children's understanding – create a focus group of red or amber faces
- Modelling of end product/openers.
- Focus groups sometimes planned for a specific need – noted from AFL from previous lessons, APP assessments etc.

#### Independent activities

- Approximately 30 minutes
- Mini-plenaries to include AFL smiley faces.
- Fluid focus groups, adaptive teaching.
- Differentiated activities
- Set time specific activities to ensure children pace their work accordingly.

#### Plenary

- 5-10 minutes
- Reflect on learning journey, including future learning.
- Use of AFL – smiley faces to track progress of all children.
- Children to use arrows (↑ achieved, → working towards, ↓ I need help) against learning objective in their books.
- Children to tick target cards.
- Complete learning log for working wall.

The above three-part lesson format does not always need to be stringently observed, as teachers are able to (and should) vary the structure of the lesson as appropriate to enhance the learning of all pupils.

What does an outstanding classroom environment look like?

Non Negotiables 2013 - 2014				
	Reception	KS1	Year 3/4	Year 5/6
<b>Carpet/ Chairs</b>	<p>Carpet used for all class inputs (3-4 a day-ranging from 5-10 minutes)</p> <p>Chairs used during carousel activities for phonics (15 minutes daily)</p> <p>No-Hands up rule on the carpet-thinking thumbs</p> <p>Group work varies from sitting at tables, sitting on carpet or working outside</p> <p>Role play area</p> <p>Whole class inputs outside</p>	<p>Most of whole class teaching on carpet</p> <p>Some use of chairs for teaching</p> <p>Most group work on tables, however some groups may work on carpet/outside areas</p> <p>Role play area</p>	<p>All children at tables for all lessons</p> <p>Drama activities/role play seating varies</p> <p>Certain group work activities may take place on carpet when necessary</p>	<p>All children at tables for all lessons</p> <p>Drama activities/role play seating varies</p> <p>Certain group work activities may take place on carpet when necessary</p>
<b>Planning/ Vocab</b>	<p>Vocabulary displayed on planning for each input- displayed underneath class input</p> <p>Vocabulary verbally shared with children and display on our 'posh words' section of the literacy working wall</p> <p>Phonics planned on a dedicated plan with differentiated groups and activities on plan</p> <p>Phonics follows a review, teach, practice, apply procedure</p> <p>Daily plan with other areas of learning planned for and differentiated accordingly</p> <p>Learning objectives shared with children verbally</p>	<p>Key vocabulary to be shared at beginning of the week and placed on working wall as appropriate</p> <p>Planning to include – LO, vocab for the week at the top, learning journey, guided groups, mini-plenaries and data</p>	<p>Planning completed as a team</p> <p>Key vocabulary shared at the beginning of lesson then placed on working wall</p> <p>Vocab displayed on SMART after oral mental and prior to LO. Children discuss and predict their LO. LO differentiated by children using vocab displayed</p> <p>Intro LO vocab, assess prior knowledge, model, partners, children have a go, feedback, main activities, mini plenaries, return and challenge, What's on the wall?</p> <p>Vocab related to learning on learning wall then moved to another area for children to refer to when returning to that area</p>	<p>Maths/English Planning done as year group with needs of children in mind. Numeracy taken from combination of topic related framework, app grids/gaps and target cards.</p> <p>Topic planning completed as a team</p> <p>Vocab displayed on SMART after oral mental and prior to LO. Children discuss and predict their LO. LO differentiated by children using vocab displayed</p> <p>Intro LO vocab, assess prior knowledge, model, partners, children have a go, feedback, main activities, mini plenaries, return and challenge, What's on the wall?</p> <p>Vocab related to learning on learning wall then</p>

	interest and initiated activity  Planning differentiated according to ability			moved to another area for children to refer to when returning to that area
<b>What's on the wall?</b>	Phonemes-all phase 2 and initial phase 3 phonemes Vocabulary related to learning on learning wall Models on learning walls Numbers 1-30 Days of the week Visual timetable Book worm Date Display work Traffic lights House points Self-assessment faces Cromwell Code Tricky words High frequency words 1 page profile display Class snapshot book visible Marking codes	Key vocabulary for the week Phonemes – up to Phase 5 Days of the week (yr1) Number line/square Today's date Book worm – home reading incentives Visual timetable Traffic lights – behaviour chart House points Cromwell Code Self-assessment arrows/smiley faces VCOP  High-Frequency Words 1 page profile display Class snapshot book visible Marking codes	English & Maths working walls Topic board Welcome board Visual timetable Reading reward chart Spanish display House points Self-assessment arrows Cromwell Code VCOP Traffic lights Class charter/rules Maths models 1 page profile display Class snapshot book visible Marking codes	Models on learning wall - done with children in input Visual timetable On-going work Reminders Finished work Traffic lights Cromwell code VCOP House points Class Charter Maths models 1 page profile display Class snapshot book visible Topic board Self-assessment arrows Class charter Marking codes
<b>What's on the tables?</b>	Resources available  Tables set daily to support learning intentions with relevant learning equipment	Pencils/crayons VCOP cards Phoneme Mats Alphabet cards Resources for lesson Target cards for relevant lesson in books	Baskets with pencils, crayons, rulers, sharpeners, reading books (for afternoon), VCOP cards, glue, phonics & key words table resources, self-assessment cards.	Pencil cases (pencil, whiteboard pen, target cards, ruler, scissors, self-assessment faces)  Pots with resources including hundred squares, VCOP cards, pens, pencils, rulers, white board equipment, busy books (Year 6 get them out as/when needed – available to all children)
<b>Classroom organisation</b>	Book corner Listening station Role play area Resources are grouped by subject and clearly labelled Working Walls are at the front of the classroom			

### **What does effective organisation look like?**

- the learning environment should facilitate different styles of learning (VAK) as well as including those pupils with more specific needs – SEN, G&T. EAL
- there should be a mixture of:
  - whole class teaching
  - collaborative learning in pairs or groups (ability, mixed ability)
  - one-to-one teaching
  - independent learning
- all areas of the learning environment will be planned for including outside areas
- a range of practical activities to develop appropriate skills, concepts and knowledge
- Teaching assistants and other adults will be planned for, supporting a variety of groups within the class, as well as supporting those children with IEPs

### **What does effective partnership with parents look like?**

The school's role

- Meet with parents and carers regularly to discuss their child's progress and share their successes
- Meet with parents and carers, by appointment, at other times, if requested
- Give written reports to parents and offer an opportunity for a discussion about the report
- Provide home learning opportunities for the pupils in line with the home learning policy
- Respect all information given in confidence
- Share curriculum information at the start of each half term
- Encourage parental involvement in their child's education

Appendix 1: Teaching and Learning Charter

Teachers	Learners	Parents/Carers
<p>Our children will be taught with passion, commitment and skill</p> <p>Our academy will provide a rich, creative learning culture reflecting the diversity of our community</p> <p>Our children will feel happy, safe and confident and be able to respect and trust themselves and others</p> <p>We will provide opportunities for choice and independent decision making</p> <p>Learning and teaching is planned, deliberate and organised</p> <p>Learning and teaching will ensure children are engaged intellectually, physically, morally, spiritually and socially</p> <p>WE VALUE EVERYONE'S LEARNING JOURNEY</p> <p>EVERYONE IS SPECIAL WITH A CONTRIBUTION TO MAKE</p>	<p>People who work in your school will give you enjoyable, exciting learning opportunities</p> <p>As you get older we will help you to understand more about other people and how they live</p> <p>You will feel happy, safe and confident</p> <p>You will be able to make choices about your learning to help you to become independent</p> <p>You will have a teacher/s who organises your learning in the best way for you to succeed</p> <p>You will be able to think, play, talk and share ideas</p> <p>YOUR ACHIEVEMENTS AND SUCCESSES WILL BE CELEBRATED</p> <p>YOU ARE SPECIAL AND IMPORTANT TO ALL OF US</p>	<p>We will be committed to helping you learn outside of school</p> <p>We will give you the opportunities to understand how others live</p> <p>We will keep you safe and help you to be confident individuals</p> <p>We will give you a sense of responsibility and independence</p> <p>We will help you to do your home learning in an organised way</p> <p>We will help you to develop your basic skills (reading, spelling and maths)</p> <p>We will give you the chance to talk and share ideas at home</p> <p>WE WILL NURTURE HAPPY CONFIDENT CHILDREN</p> <p>ALL OF OUR CHILDREN WILL BE GIVEN EVERY CHANCE TO SUCCEED</p>

Appendix 2: Ofsted guidance on overall quality of a lesson

**Guidance on where to pitch judgements about the overall quality of a lesson**

The overall judgment will be a 'best fit' of the grade descriptions in the box, except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

*The quality of teaching and the use of assessment to support learning: grade descriptors*

<p><b>Outstanding</b></p> <p>(1)</p>	<p>Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.</p> <p>All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</p> <p>Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p> <p>The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</p> <p>Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.</p> <p>Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.</p> <p>Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</p>
<p><b>Good</b></p> <p>(2)</p>	<p>Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support make good progress and achieve well over time.</p> <p>Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</p> <p>Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</p> <p>Reading, writing, communication and mathematics are taught effectively.</p> <p>Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</p> <p>Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.</p> <p>Effective teaching strategies, including setting appropriate homework and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</p>
<p><b>Requires Improvement</b></p> <p>(3)</p>	<p>Teaching requires improvement as it is not good.</p>



<p><b>Inadequate</b></p> <p><b>(4)</b></p>	<p>Teaching is likely to be inadequate where <b>any</b> of the following apply:</p> <p>As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, are making inadequate progress.</p> <p>Pupils cannot: communicate; read or write; apply mathematics as well as they should.</p> <p>Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.</p> <p>Learning activities are not sufficiently well matched to the needs of pupils.</p>
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*Appendix 3: Lesson observation format*

Teacher:	Observer:
Class:	Date:
PROMPT QUESTIONS	EVIDENCE/COMMENTS
Are learning objectives shared?	
Are success criteria shared?	
Is differentiation used?	
Is there effective use of questioning?	
Is there active engagement of pupils?	
Are resources/TAs being used well?	
Other comments	
Grade	

Cromwell Academy  
**Assessment for Learning**  
Non-Negotiables

- Planning will not be over detailed and will include short sharp sentences
- Smart board presentations will be used to show the learning journey
- All children will have jotting aids throughout starter sessions (busy books, whiteboards and pens)
- Children will be shown the vocabulary for the lesson before the learning objective when appropriate
- Children will then predict the learning objective from the vocabulary given
- The success criteria will be written as 'Remember to....'
- KS1 staff will differentiate the prepared success criteria with pictures
- Children in all lessons will be encouraged to add to the given success criteria
- LKS2 staff will prepare a generic success criteria for all abilities
- KS2 children will then be given three blank unlabelled columns, children offer ideas and teacher adds to the appropriate column. Columns are not labelled so we don't cap their ambition, children choose their own column guided by the teacher
- All success criteria's include 'extend yourself' (in KS1 as appropriate)
- All success criteria's include handwriting and presentation
- Teacher encourages mini plenaries throughout the independent sessions
- In plenary sessions children create challenging questions for their peers in relation to what they have just learnt and regularly reflect on the learning journey (where appropriate)
- In some lessons children create a personal target of how they could have pushed themselves further in relation to the success criteria
- Reception and Year 1 will use smiley etc faces to show level of understanding
- Years 2 – 6 will use arrows to show their level of understanding
- English and maths working walls are up to date
- All TAs provide written feedback on their weekly planning (where appropriate)
- Teachers and TAs orally discuss lessons and pupil progress at the end of each lesson

Cromwell Academy  
**Big Write**  
Non-Negotiables

This is what should happen in every classroom during Big Write:

- When appropriate, the session is the summary of the weeks learning journey
- Input and planning take place within the first session
- The success criteria is clearly displayed and discussed
- Silent writing takes place within the second session
- VCOP/ Alan Peat sentence types, dictionaries and other learning aids are available for use
- Music/candles etc are used to aid concentration (and to make it special!)
- Teacher works with a specific group (focusing on particular need from the children's individual target cards)
- The following session is dedicated to editing
- The children edit following the lessons success criteria
- Children are all given a prompt prior to editing their work
- KS2 children set themselves a personal target linked to editing for the next Big Write session

Appendix 6: Termly Writing assessment non-negotiables

Cromwell Academy  
**Termly Writing Assessment**  
Non-Negotiables

This is what should happen each term with regards to children's personal writing targets:

- Children will complete a Cold Write piece of writing during the first Big Write of each term. This will be the same topic for all children across school and will be organised by SLT.
- Children will have no pre-exposure to the writing stimulus and will be provided with very sparse, age appropriate success criteria.
- Within a week of the writing having been completed, class teachers will complete a 'Writing Assessment Feedback Sheet' for each child. This feedback sheet will be written in child friendly speak and indicate what the child achieved in their writing and their next step writing targets.
- The writing feedback sheet will be printed and stuck in each child's book (ideally stuck next to the piece of writing.) These targets should be signed by the class teacher and pupil when the targets have been shared and understood by the pupil.
- Children should also have a copy of their personal writing targets attached to their writing target card or in the front of their books. The children's personal writing targets should become the focus of Big Write and editing lessons each Thursday and Friday. The children should then take responsibility for checking off their targets when they feel that they have achieved them.
- Should a child meet all of their targets before the end of the term, the class teacher and child should devise a new set of targets for these pupils to aim for.

Appendix 7: Example of Termly Writing Feedback Sheet



Cromwell Academy

Half – Termly Writing Feedback Sheet

Name: Justin Case	Date: 22/10/14	Class: Elite Es
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Learning objective: Can I write a letter to explain what I like and dislike about my school?

<p>Success criteria:</p> <ul style="list-style-type: none"> <li>• I can write in a letter format to the SLT (Senior Management Team).</li> <li>• I can explain what I like about my school.</li> <li>• I can explain what I would like to change about my school.</li> <li>• I can say who the letter is from.</li> </ul>	Achieved?
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Things I did really well:

- ✓ Excellent use of **adverbs**.
- ✓ Great use of **rhetorical questions** and **?**.
- ✓ You used a range of exciting **connectives** like eventually, however and consequently.
- ✓ You wrote in a **mature, formal tone**.
- ✓ You gave **detailed reasons and explanations** for some of the points you made.
- ✓ **2A sentences** have been used throughout your writing.

My targets for this half term:

1. Use commas to separate clauses within a sentence,  
e.g. Even though she was angry, Amy went to the party and energetically danced the night away!
2. Use a range of openers so that your sentences do not always start the same way,  
e.g. start with an adverb/adjective/pronoun/personification etc.
3. Try to organise your writing into paragraphs so that you group your ideas together,  
e.g. introduction, things you like, things you don't like, conclusion.

Pupil _____	Teacher _____
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Appendix 8: Schemes of work

	Reception	Expectations		
		Scheme	Resources	Timetabling
Maths	Development Matters from EYFS Framework	New Curriculum Teacher Assessment Grids/Target Cards	Hamilton Testbase Numbers and patterns (EYFS and Year 1) TES Abacus Heinemann Rapid Maths APP Toolkit Overcoming Barriers Securing level ... What I can do ...	1 maths lesson taught explicitly each day KS1 – mental maths skills taught daily as part of OMS Year 3/4 – each half term mental maths skills are taught explicitly for a series of lessons (will possibly be longer in Autumn term). Year 5/6 – mental maths tests completed weekly
English	Development Matters from EYFS Framework	New Curriculum Teacher Assessment Grids/Target Cards	Hamilton TES Aiming for ... Jumpstart Alan Peat Sentence Types Pie Corbett Talk for writing Literacy Shed Direct Phonics Letters and Sounds VCOP Text type guidance and progression (Staff Share)	<b>Phonics</b> EYFS & KS1 - Explicit 30 minute phonics lesson taught once a day Year 3/4 – spelling lesson (using spelling appendix) for all once a week with additional input for those still needing discrete phonics Year 5/6 - spelling lesson (using spelling appendix) taught each week introducing new spelling pattern that is taken home. Additional intervention for individuals as necessary <b>Handwriting</b> Years 1 – 6 – 20 minutes discrete handwriting session each day for Autumn A (using Nelson as a resource) then repeat as necessary throughout the year with class/groups/individuals etc.

Guided Reading	Development Matters from EYFS Framework	New Curriculum Teacher Assessment Grids/Target Cards	Aiming for Testbase Teacher Guides for some book sets	<p>Reception – children read individually to an adult once a week. GR starts in Spring Term for those who are competent readers. Those who are not continue with individual reading until they are ready for GR. The aim is all children are GR by the end of the summer term.</p> <p>Years 1 – 6 - Each child to read in a teacher led group once a week. This will form one activity in a 5 day rotation.</p>
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