



The Albourne Way

Living life to the full

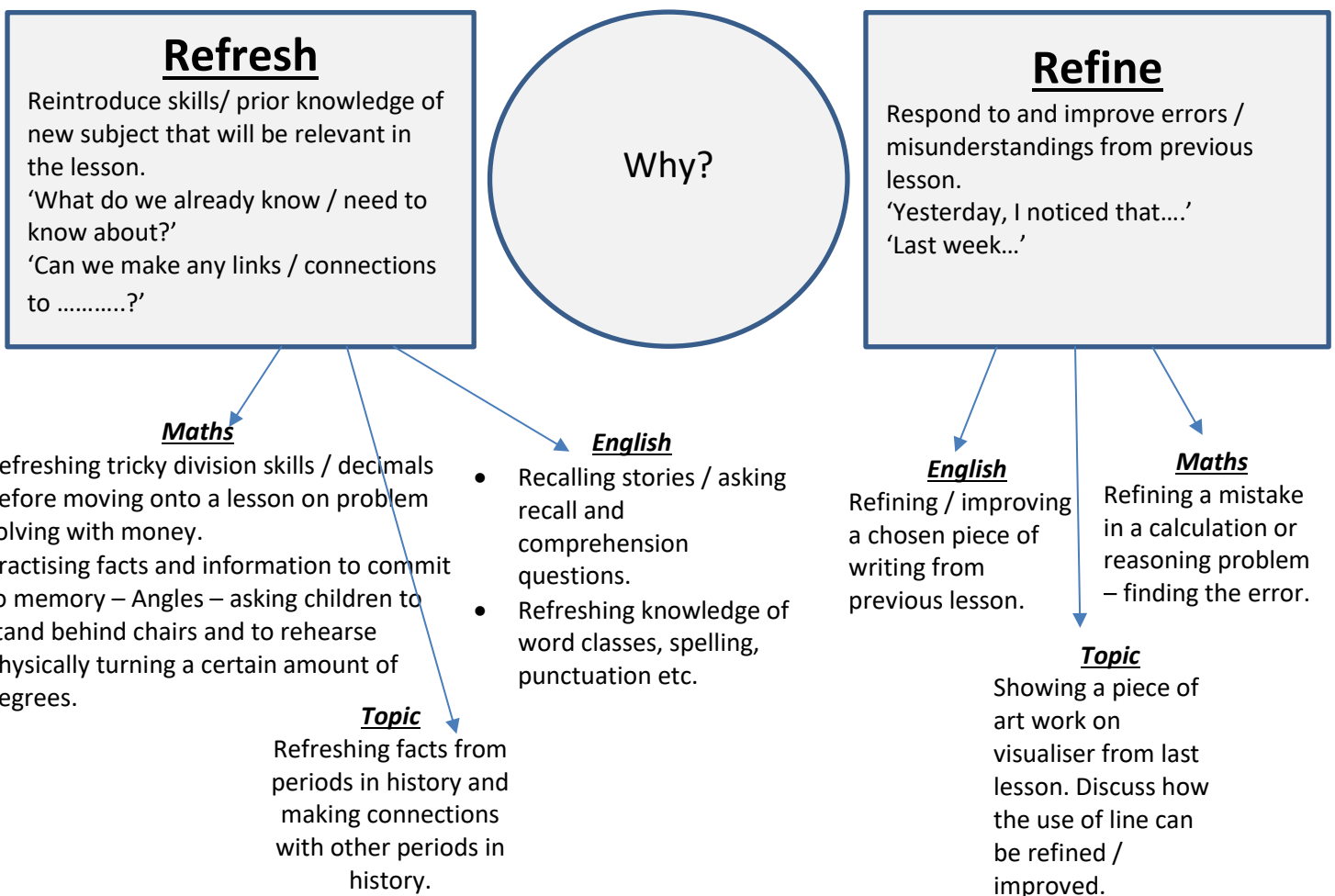
Excellence in Teaching & Learning Policy

“Teaching is a lifetime’s craft. Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Williams)

1 Excellence in Teaching & Learning

During most lessons, a specific structure is to be used:

1.1 Introduction – covering one of the following:



2.2 Modelling

What you do and say will set the standard for the pupils

- Set standards high

Aspiration

I aspire to be the best I can be

- What does the best/ excellence look like?
- Helps pupils to access and achieve excellence small step by small step

I do,...

- Break down your question/ example into small component parts and go through on the board, producing a model example.
- As you work through the example, explain your reasoning and thinking as you go.
- Explain carefully your choice of language, grammar, the way you lay out your working
- Your worked example should be exactly what you want pupils to reproduce in their books
- Ask questions to check for understanding.
- Why did I make the choices I did? What have I just done?
- Display your worked example so that pupils can continue to refer to it.

We do,...

- The next example should be co-constructed with the help of the pupils.
- Show them the example and ask them what the first step might be
- Invite others to **AGREE, DISAGREE OR ELABORATE.**
- Work through the problem slowly guiding them through with hints
- You might invite someone up to write the next line or get all of the pupils to write the next line on a mini board and hold them up.

You do,...

- Pupils should now be ready to practice independently.
- This could be on mini-boards or in books dependent on confidence levels.
- Choose your questions carefully, to initially allow them to practice similar questions before applying these skills in different contexts.
- Some children may still need further scaffolding and support in terms of more modelled examples. During Independent Tasks, the role of teachers and teacher assistants will be planned and can be one of the following:
 - Running a workshop to support identified pupils
 - Live marking
 - Verbal feedback
 - Questioning pupils to challenge their understanding / enhance learning
 - Addressing misconceptions
- Circulate to assess progress, methodology and live mark, using a lighthouse system where necessary.

3.4 ACADEMIC ENGAGEMENT

- Children who engage behaviourally, cognitively and emotionally more likely to continue in education.

3.5 Ways to ENGAGE

The children are more likely to learn the information if they understand the 'Big Picture' around the learning.

Childrens concentration spans will be about two minutes in excess of their age so significantly more learning will take place when new information is explained in short burst sessions rather than extended periods of time. Some good effective strategies are:

- **Daily review:** Take time each lesson to reflect on prior learning. Lessons should begin with the recall of previous learning – not just recently learned information, but information that was learned much earlier.
- **Chunking down or Lego brick learning:** Always ensure that new learning is presented in small steps so that you can check for understanding before moving onto next stage.
- **Questioning:** Ask good questions. Good questioning can be one of the most effective classroom strategies of all if you keep questions open, keep questions inclusive (you decide who answers rather than leaving it to a “hands-up free-for-all”) Questions should be asked frequently and to all students throughout the lesson. This can be a huge challenge, so do not feel guilty if you do not get around all 30 of your students in one lesson. However, aiming to get around your class on a regular basis will achieve two things. First, it provides opportunities to assess and give feedback to each student. Second, it instils in the students the idea that there is no opt-out; students cannot just refuse to pay attention, because everyone will be expected to answer at some point in the lesson.

Questioning Examples:

Which one is best.....and why? /

Tell the answer to the person next to you

Raise your hand if you agree with..

What is the main idea of?

Write the answer down before sharing it

Think for 13 seconds – random times have proven to add more interest then share with the person next to you

How does this relate to our previous learning?

Provide thinking time by pre-warning childrens, e.g. ***In two minutes I am going to ask you...***

Ask children to think of three different answers and choose the best one.

Deepen understanding with follow up questions such as, '***What made you think that?'*** '***Explain to me how you came up with that answer?'***

Ensure that children understand the question by repeating it back to you.

- **Provide models:** Live, worked examples (not pre-prepared model-answers) should be demonstrated by the teacher, who models how the information should be presented, applied, analysed, evaluated, etc. This has the benefit of giving the students a visible idea of what knowledge and skills they should be able to replicate or create on their own. This also shows to the students what the “journey” to the answer looks like, helping them to tackle challenges one step at a time, building resilience.

VISUALISERS ROCK!

- Engagement is the hook / interest to reel children into the learning; Motivation is what continues them to do it.

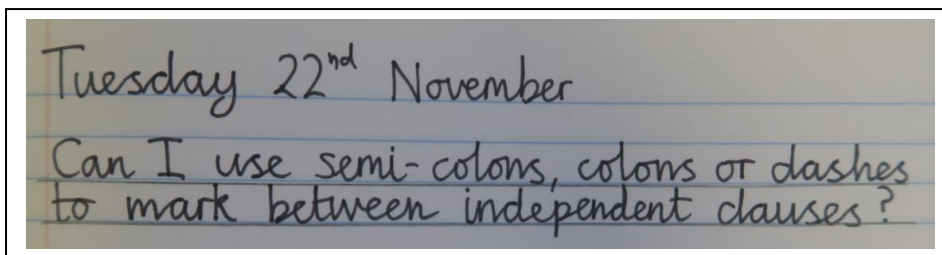
4 Excellence in Presentation– BOOK IS KING – *Aspiration* is the key

The outcome of the childrens' learning throughout the year is in their books.

On each of these books should be the name of the book and the name of the child on a sticker produced by the office. ***It is essential that the covers of these books are not drawn or written on – teachers must ensure that children are taught to follow our Christian Value and *Respect* their books.***

4.1 English, Topic, Science, Guided-Reading and Art Books

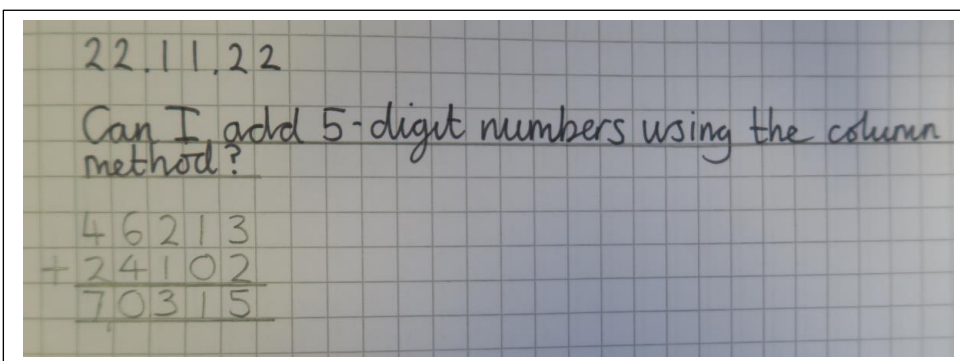
- For each piece of work in the English, Topic, Science, Guided-Reading and Art books, children need to write the long date or short date and then the title, which will usually be the Learning Intention - they then need to underline the title in pencil using a ruler.



- All children should write in pen from Year 3.
- Children should write from the margin.
- Children should write on every other line so they can edit their work with purple pen.
- If a child makes a mistake then they are to use pencil and a ruler to line through the mistake with 1 line.
- If a children is presenting their work as they should be, then it is the adults's responsibility to award House Value Points for *Aspiration* and follow the Albourne consequences chart for not following The Albourne Way.
- Worksheets that are not made by the teacher will be kept to a minimum.
- Everything that is stuck in the books should be trimmed to fit and neatly glued.

4.2 Maths Books

- From Year 3, children should write the title in pen and use sharp pencils for all their work in Maths books.
- All work should have a clear and specific learning intention as a title, which should be neat and underlined. When a child is able to write this for themselves, they should be encouraged to do so unless it has been printed by the teacher.
- All work should be dated with the short numerical date.
- Children should be encouraged to write out full calculations/number sentences in their books.
- Children should write 1-digit in 1 square.



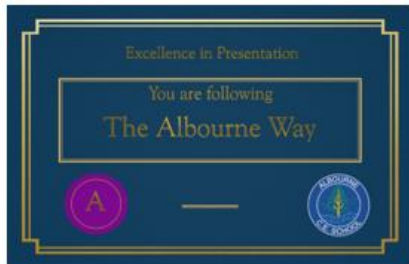
4.3 KS1

- In KS1, children will write in sharp pencil on every other line.
- Teachers may use stickers or print the title and date.
- Photos will be used for evidence of learning and will have a context and comments on a sticky note

4.4 The Albourne Way - Excellence in Presentation

When a child is following The Albourne Way or making progress from their starting points, they are sent to Ms Keeling for an A sticker or Ms Keeling will go on the **Albourne Way hunt**.

- If they receive **3** of these stickers, they will be awarded an extraordinary certificate.
- If they receive **5** of these stickers, they will become a member of **The Albourne Way Ambassadors Association** and will be awarded a special badge.
- The Albourne Way is about following the 'Excellence in Presentation' way; it is not just about handwriting and best practice but progress from starting points.



- The children who receive bar badges will form '**The Albourne Way Ambassadors Association**'. This will mean regular meetings, including working lunches, to look at progress in books, discuss next steps and identify the next group of Ambassadors for the following term.
- After a whole school competition for an Albourne Way Maths sticker, the Ambassadors voted for 2 winners and the designs were turned into stickers.

Following The Albourne Way in presentation in their maths books.

Challenging themselves regularly in maths.



5 Differentiation

There is to be no ceiling in expectations on pupils at Albourne. **ALL** pupils should have the opportunity to become successful learners and achieve the curriculum objectives.

5.1 Differentiation will occur through pathways / self-choice / challenges / teacher scaffolding / word banks / using equipment and questioning. Teachers might use differentiated success criteria, e.g. include commas, or include semi-colons.

5.2 During the independent stage, children will have the choice of tasks ranging in difficulty, various 'Chilli Challenges' and The Albourne Way Numberer Challenge for the more independent.

5.3 When children need help during the lesson, they are to use the BEAT technique.

B – Use your brain first.

E – Look at the environment.

A – Ask someone next to you.

T – Teacher.

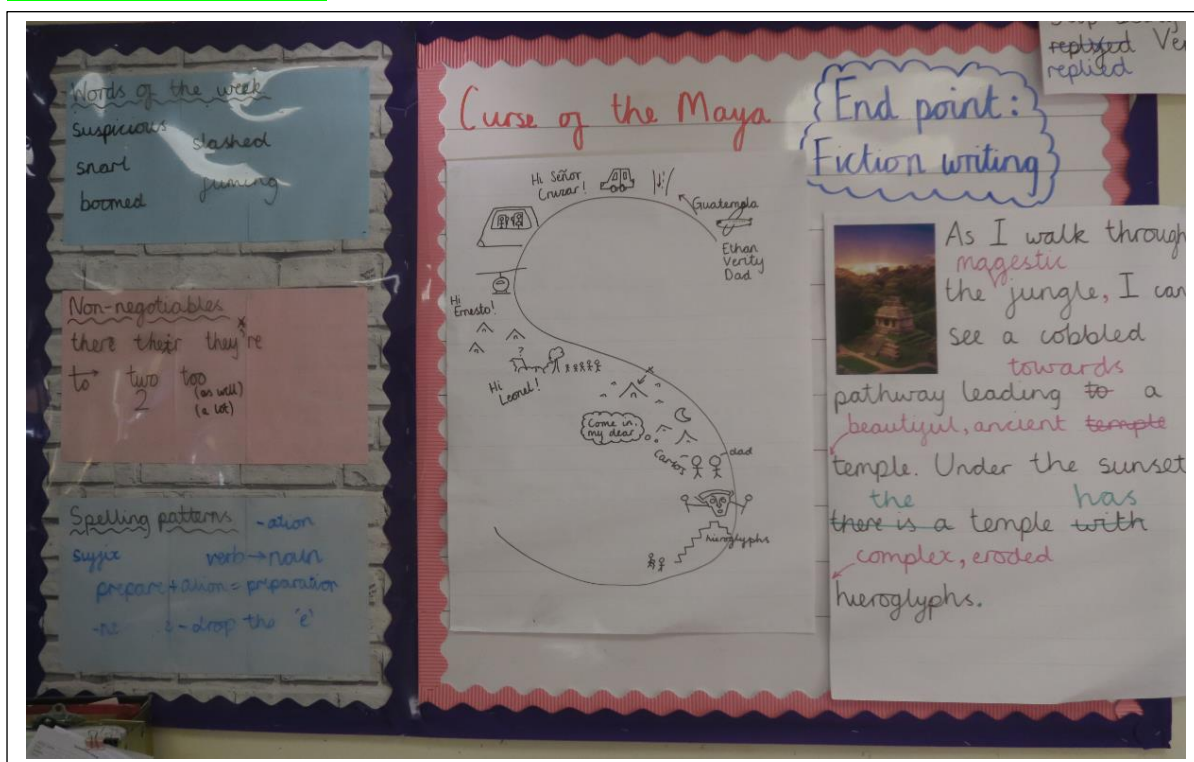
6 Excellence in the Learning Environment

The classroom environment plays a vital role in the way children learn and their well-being. The better the classroom looks, the more it inspires the children and adults inside it. A well cared for classroom can make children feel that what they achieve and how they themselves are perceived is important. The walls in the classroom should be seen as an extra adult.

Classrooms will have a:

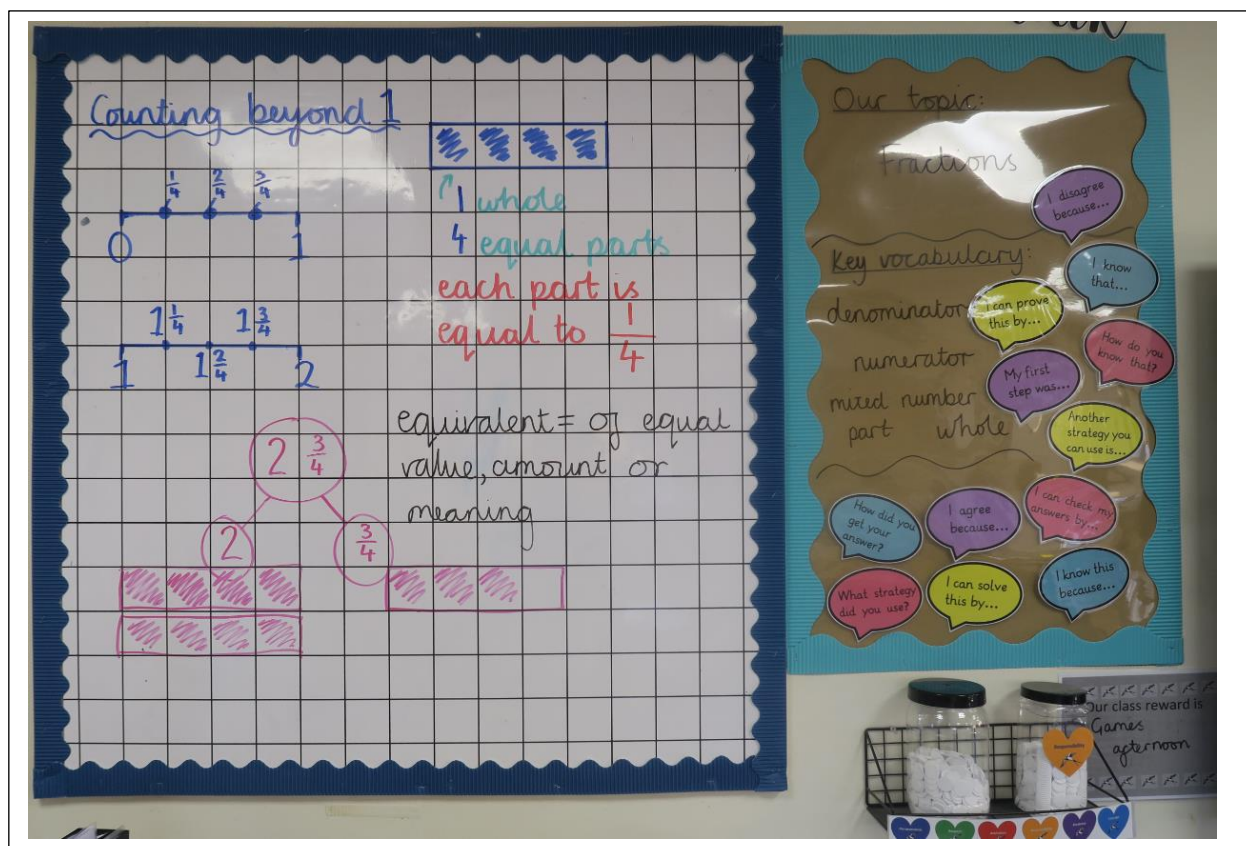
6.1 Working wall for English

The English working wall will include: the book that the class is currently working on, the focus of the writing that is being taught with examples of modelled writing, an end point and potential examples of finished previous pieces.



6.2 Working wall for Maths

The Maths working wall will include: a table underneath for concrete examples. It will be divided in half, with half covered in the squared laminate, the other half will be divide in two for vocabulary of current unit and visual representations.



6.3 Spelling board

The spelling board will include: spelling-pattern, non-negotiables, magpie words and topic vocabulary.

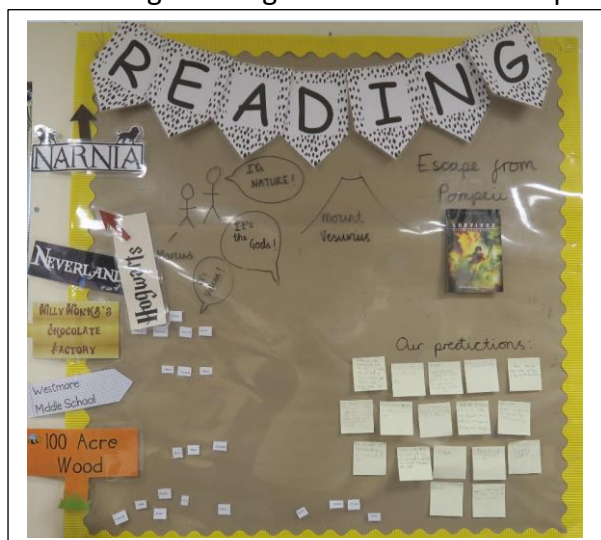
6.4 Phonics board in YR,1 and 2

The phonics board will have the sound of the day, speed sounds chart with an arrow for the focussed sound.

The English working wall and spelling board should be on lined whiteboard backing paper. The maths board should be on squared whiteboard backing paper.

6.5 Reading Challenge

The reading challenge will have a visual representation of children moving up through the weeks.



6.6 Bookland Reflection Area

The Bookland area will consist of:

- Front facing shelves for children to see the books.
- A floor book stand with recommended books in.
- A reading buddy to read to.
- The Bookland sign.
- Reading Challenge board.
- Photographs of the children reading / engaging with books.
- Recommended reads for that year group.
- Within your book collection, BAME characters and authors must be prominent but not labelled.
- The Bookland area should be inviting, engaging and inspirational.
- In YR/KS1, baskets full of puppets / characters to retell stories.



6.7 Topic display

The Topic display will have a light backing paper with the plastic covering for writing on.



6.8 The classroom should also contain:

- Evidence of shared writing should be clear as you walk in.
- A Word Collection that is language rich with key words / technical vocabulary displayed for a variety of curriculum areas. Words that develop vocabulary in English.
- Resources are labelled and accessible for children.
- Class signage is not to be from the Twinkl website and is to be made using real images.



- The Albourne Way sign
- Excellence in Behaviour & Consequences signage.
- Safeguarding Information.
- Online Safety Posters.
- Christian reflection area, including a cross on the table in the Bookland Area.
- Access to 'Role Play' area in KS1.
- Visual timetable.
- Children's achievements and work are celebrated.
- Displays reflecting diversity.
- Challenge activities are clearly signposted and labelled.
- Celebration of the different cultures / languages spoken in class.

7 Excellence in Feedback & Marking

Definition of Feedback and Marking

This can be written or verbal. It can take many forms including the annotation of a piece of learning that provides feedback, gives deserved praise against a specified learning intention in relation to given success criteria, alongside suggestions for next steps in learning.

7.1 Purposes of Marking

- To give positive encouragement and build self-esteem.
- To give the learner feedback on their learning.
- To motivate children to follow **The Albourne Way**.
- To teach children to recognise what they do well
- To help children to improve their work through the setting of challenging, but achievable targets
- To raise the self-awareness of their next steps for learning.
- To inform the teacher's future planning.
- For assessment purposes – both summative and formative.

7.2 Marking is most effective when

- The child is the first marker, and has read through to assess and improve the work
- It is completed before children come back to the work
- It relates to learning intentions which are shared with the child and criteria for success are understood
- There is a consistent format throughout the school.
- It is completed with the learner where possible.
- It recognises achievement
- It is precise and age/stage related
- Dedicated time is built in as appropriate for children to respond.

7.3 We have agreed that

- Where it is appropriate marking and feedback can be completed through children's own self-assessment, peer assessment, teaching assistants who are working with a group, or teachers
- Marking is most effective during the process rather than marking the outcome.
- All children's self-assessment, peer assessment, editing and improving of work will be completed in purple pen (purple pencil for Y1)
- All adult written feedback and marking will be completed in green pen.

7.4 Types of Feedback

- Verbal feedback should be indicated with a **V** and a symbol of phrase as to what was discussed, e.g. **V-TAW** – relates to **The Albourne Way**. **V .** relates to punctuation.
- There should also be an indication of the level of support given ie **I** for independent, **S** for supported, **U** for unaided.


In KS1 and the EYFS, formative feedback is most likely to be done verbally, in discussion with individual children or small groups. There will be an indication on the work that feedback has been given. A record of

what was said may be recorded on the work using a sticker with the context of the work. Verbal feedback by a marker may be shown by initialling the piece of learning. Oral learning will be marked orally. Verbal marking will be at least one of the following:

- Evaluation
- Comments for feedback and to suggest the way forward

Written Effective written feedback identifies what the children has done well and identifies steps forward through a reminder, scaffolded or example prompt.

Acknowledgement Marking

- All work is acknowledgement marked with a tick to say that the teacher has seen it and it has been completed according to the instructions given.
- It is the teacher's responsibility to provide feedback which extends and supports learning. Observations from TA's will inform these comments and are valued by the class teachers. Planning/ observation sheets/stickers will be available for this purpose.
- A green  within the text that indicate where LI is used, or other features such as good word choices / achievement of own target.
- Comments/symbols that indicate what has been completed well in the context of the learning intention (symbols for writing – see Appendix 1)
- **R** is for Refine where a child is being asked to correct something or request for a further piece of work/sentence/response to be completed.

Feedback Response Time

- Feedback is most meaningful when children have an opportunity to act on the feedback given and to enter into dialogue with their teacher. It is also most effective when it as done as soon as possible.
- Marking or conferencing with the children is essential.
- In Y2 and above, this is planned into the lessons or plenaries, giving childrens an opportunity to try out the ways forward as suggested by their teacher or to correct previous errors. Children are also invited to respond in written form to the teacher or there may be opportunities for further verbal discussion.
- In Y1 and EYFS, this is more likely to be in immediate response to verbal feedback receive

Self & Peer Assessment



- Children are encouraged to self and peer assess the standard of their work – for example against success criteria or chilli challenge
- Children are encouraged to engage in constructive peer assessment in Maths and English as well as other subjects in the curriculum. This may be in verbal or written form.
- Children are taught how to be constructive with their comments and also how to receive compliments about their work. They also learn how to engage in conversations about their work.

Subject Specific Marking

English

Marking is part of the writing process and should follow the format: Write / Edit / Mark / Refine in longer pieces of writing / Respond to feedback.

Maths

 Correct  Inco




The Albourne Way

Marking Codes

	I can do these things well
R	Refine
	Finger space
A	Capital letter
	Missing punctuation
	Re-read your work
	Add a missing / describing word
	Find a better word
	New line / paragraph
*	Insert new information
	Check spellings
V	Verbal feedback.....
S	Support
U	Unaided
GG	Guided Group for teaching


8 Excellence in Behaviour & Attitudes

All staff can be 'Value Catchers' and celebrate positive behaviour choices linked to the specific values by giving a child a House Value Point. These can be given during lessons, in the playground, corridors and during collective worship by all members of the Albourne team.



House Value Points in KS2

In KS2, children will receive a dojo and a white counter will be added to the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.



The HVP jar will have the current value that we are focussing on



House Value Points in YR & KS1

In Reception, Y1 and 2, children will receive a coloured counter that relates to the colour of the value and this will go into the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.



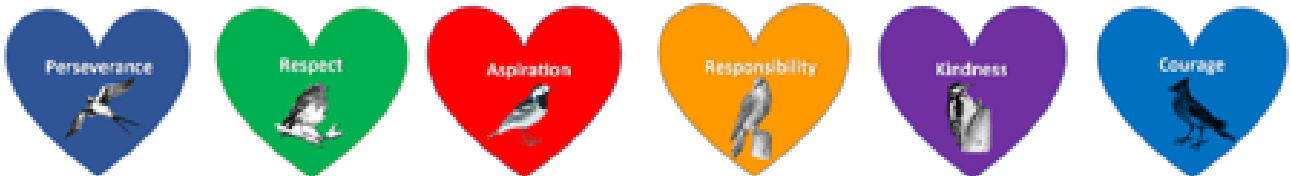


Albourne Behaviour & Values @ a Glance



House Values Points System – Bringing our Christian Values to the heart of our school.

At Albourne, we have 6 Christian Values that we live out within our school and community.



All staff can be 'Value Catchers' and celebrate positive behaviour choices linked to the specific values by giving a child a House Value Point. These can be given during lessons, in the playground, corridors and during collective worship by all members of the Albourne team.

House Value Points in KS2

In KS2, children will receive a dojo and a white counter will be added to the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.

House Value Points in YR & KS1

In Reception, Y1 and 2, children will receive a coloured counter that relates to the colour of the value and this will go into the HVP jar. The children will choose a class reward at the start and when the jar is full of counters, the children celebrate with a class reward.



At Albourne, we are extremely proud of our Houses: Alder, Oak, Willow, Walnut and the role that the House Captains have within the school. When children receive 20 HVPs, they will be awarded a House Certificate by their HC at the House assembly. The House with the most House Value Points at the end of each term will receive a House Reward.



At Albourne, we are a family and use a loving approach to consequences for not following our values. This will mean asking a child to reflect upon their actions and helping them to make the right choices. If a child receives 'reflection time' twice in a day or is sent to a member of SLT then the teacher will record this on MyConcern and communicate this to the parents / carers.

