

**TEACHING & LEARNING  
(INCLUDING KODESH, MARKING & REPORTING)  
POLICY**

Other policies that link with this are:

- ⇒ Assessment Policy
- ⇒ Every Child Matters Policy
- ⇒ All Curriculum Subjects

⇒ Reviewed: May 2015

⇒ **Rewritten and revised October 2022**

# TEACHING AND LEARNING

Our school motto of 'Striving to Achieve Excellence for All' is embedded in everything that we do at North West London Jewish Day School. We recognise that education involves children, parents, staff, governors and the community and that, by working together, we can all support the process of learning. Through our partnerships, and through our values of hard work, tolerance, respect and responsibility, we aim to:

- ✓ provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- ✓ recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ✓ ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- ✓ provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- ✓ provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- ✓ develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- ✓ encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- ✓ develop children's confidence and capacity to learn and work independently and collaboratively;
- ✓ develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- ✓ encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- ✓ encourage children to value the diversity in our society and the environment in which they live;
- ✓ encourage children to become active and responsible citizens, contributing positively to the community and society.

For this to succeed, everyone has to play their part in assuming responsibility, helping to achieve the school's aims for each child.

## **The NWLJDS Staff will:**

- ✓ provide a safe and stimulating learning environment so that everyone can thrive;
- ✓ provide challenging and stimulating lessons designed to encourage all children to reach the highest possible standards;
- ✓ support each child individually through their learning journey;
- ✓ provide for all children and groups, including EAL, SEN, Pupil Premium etc;
- ✓ support the emotional well-being of every child
- ✓ be good role models;
- ✓ undertake professional development opportunities;
- ✓ provide clear information on school procedures, processes and pupil progress;
- ✓ have a positive attitude to changes and developments;

- ✓ work collaboratively with other staff and external agencies to support children's development and progress.

### **The NWLJDS children will:**

- ✓ attend school regularly and punctually;
- ✓ attend school in good health, being well-maintained in diet, exercise and sleep;
- ✓ be organised, bringing in necessary equipment and homework;
- ✓ follow the school's behaviour policy;
- ✓ take increased responsibility in their own learning;
- ✓ take pride in their work;
- ✓ display the values of tolerance, respect, hard-work and friendship.

### **The NWLJDS parents will:**

- ✓ ensure their child attends school regularly and punctually;
- ✓ ensure their child attends school in good health, well-maintained in diet, exercise and sleep;
- ✓ ensure their child is wearing the correct uniform and brings the correct equipment;
- ✓ displays the values of tolerance and respect;
- ✓ provides support to the staff with discipline and educational assistance;
- ✓ participate actively in discussions about their child's progress and attainment;
- ✓ proactively engage with the school to discuss matters that may affect their child's happiness, progress and behaviour;
- ✓ provide increasing independence to their child through their school journey;
- ✓ inform the school of their child's absence and the reason/s why;
- ✓ ensure homework is completed and presented clearly and neatly.

At North West London Jewish Day School, we feel strongly that Every Child Matters and that we are continuously Striving to Achieve Excellence for All. As a school, we ensure that all children within our school community are catered and planned for.

## **EFFECTIVE TEACHING AND LEARNING**

### **Effective learning takes place when pupils know:**

- ✓ How to make progress;
- ✓ What they are achieving;
- ✓ How to learn, including thinking and question skills, using methods and resources;
- ✓ The attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge;
- ✓ How to work collaboratively and without close supervision;
- ✓ The skills they need to develop, including enquiry, research, analysis, reflection

### **We believe that children learn best when they:**

- ✓ are happy;
- ✓ are interested and motivated;

- ✓ achieve success and gain approval;
- ✓ choose tasks which match their ability;
- ✓ clearly understand the task;
- ✓ are confident, feel secure and are aware of boundaries;
- ✓ are challenged and stimulated.

### **Effective Teaching needs:**

- ✓ Clear planning
- ✓ Assessment for learning
- ✓ Different teaching styles
- ✓ Pace and challenge
- ✓ Organised classroom management
- ✓ Learning Support Assistants
- ✓ Good classroom relationships
- ✓ Relevant homework
- ✓ Monitored progress
- ✓ A stimulating environment
- ✓ Regular evaluation and review

### **We use a number of teaching and learning strategies within our teaching: (This list is not extensive; we are always open to new suggestions and ideas)**

- |                              |                            |                   |
|------------------------------|----------------------------|-------------------|
| ✓ consolidation and practice | ✓ feedback through marking | ✓ puzzles         |
| ✓ problem solving            | ✓ games                    | ✓ research        |
| ✓ questioning                | ✓ individual work          | ✓ revision        |
| ✓ reporting back             | ✓ investigation            | ✓ rhymes          |
| ✓ Instruction                | ✓ listening                | ✓ role play       |
| ✓ brainstorming              | ✓ making judgements        | ✓ self-assessment |
| ✓ collaborative learning     | ✓ modelling                | ✓ sharing         |
| ✓ demonstration              | ✓ observation              | ✓ simulations     |
| ✓ directing and telling      | ✓ oral feedback            | ✓ songs           |
| ✓ discussion                 | ✓ paired work              | ✓ use of ICT      |
| ✓ explanation                | ✓ peer assessment          | ✓ verbal feedback |
| ✓ extended writing           |                            |                   |

### **PLANNING:**

At North West, all lessons are planned for. There are long-term plans and these detail the units of work to be taught over the course of one academic year.

We have medium-term plans which are detailed with the objectives, success criteria, what will be taught in the lesson, the differentiation and the deployment of adults.

Planning is monitored by different members of key staff at different points of the year. These can include:

- ✓ Senior Leadership Team
- ✓ Heads of Key Stage

- ✓ Subject Leaders
- ✓ SENDCo Team
- ✓ EAL co-ordinator

Where planning monitoring has taken place, feedback is provided to all cohorts.

All planning is stored on the school's internal server.

For Core Subjects (Reading Comprehension, Extended Writing, SPaG and Maths), each class may be split into two equal groups, with mixed attainment levels. There are no 'ability groupings' and this has been in place since the start of the 2021-22 academic year.

In order to support all children, work is differentiated into 3 levels – Diving, Deeper & Deepest – but all focused on the same National Curriculum learning objective. Teaching is scaffolded to ensure all children are able to access the learning at their level and achieve the learning goals for that lesson.

Where needed, intervention sessions can take place to further support and consolidate the learning that took place in the classroom.

For the Foundation Subjects, children are taught together, focusing on the key skills and knowledge of every topic / unit and the key vocabulary associated with it. These lessons tend to be more 'hands-on' and collaborative.

Children are also encouraged to enhance their independence through the use of the 5 Bs – evident in every classroom. These stand for, "Brain, Buddy, Book, Board, Boss" and indicate the stages that a child should take when trying to solve a problem, helping them to develop their independence.

## **MARKING**

Feedback is considered to be most effective when given as children work on a task. The immediacy of the comments that children receive and the support an adult can offer whilst children are completing tasks, ensure that children receive the best possible chance at succeeding at a given learning objective.

Detailed marking of every piece of work is unmanageable.

For some pieces of work, including Creative Writing, teachers will mark with a 'Star', indicating what a child has done well towards achieving the Learning Objective. They will also use a 'Wish' to indicate what could be improved / added for the next piece of work.

For other pieces of work, the Learning Objective will be a question, such as: Can I multiply 2-digit numbers by 2-digit numbers? If the child has met this objective, then the teacher may mark against the Learning Objective with 'Yes you can'. If some of the work is correct, then the teacher may mark with 'You can do some', and if lots of the work is incorrect, the teacher may mark with 'We'll go over this together.' This can then lead to the 'Wish' for that piece of work.

Children, especially in the older years, may self-mark work (with the teacher's guidance to the correct answers) and self-assess their meeting of the Learning Objective. All editing and marking of work completed by the children is done in orange.

### **Children should be given time to read and respond to marking.**

#### Years 1- 6

The teacher is expected to mark all the children's work, giving feedback and correcting: spelling, punctuation, and incorrect answers. The teacher will indicate achievement against the learning objective using symbols and sentences. On projects, marking should be on post-it notes rather than directly on the child's work, to avoid spoiling children's work.

As part of AfL, it is beneficial for children to be involved in self and peer-assessment. Children are encouraged to assess their own understanding related to the objective they have been given. In all years this can be done verbally (in KS1) or using symbols. Children should be given time within the lesson to do this. Children are encouraged to record a face symbol to indicate how they felt about the objective. A happy face indicates the child feels confident with that objective. A straight face indicates they felt the objective was almost met but still needs to work to fully achieve it. A sad face indicates the child struggled with the objective. This helps inform the teacher of the child's understanding in relation to the objective being taught. With guidance, children may be encouraged to mark their own, or their peer's work, if deemed appropriate by the teacher. When marking work, children will do this in orange pen / pencil.

#### Early Years Foundation Stage

Immediate verbal feedback should be given. Comments like good, good try and smiley faces are written. Written feedback in Year 1, when children are at earlier stages of reading, should be appropriate to the child's ability to comprehend. Nursery and Reception use Tapestry as a tool for evidencing and reporting children's meeting of the Early Years curriculum requirements.

#### **Summary of Strategies for Marking:**

1. Reminder prompt. (Remember that with... you need to...)
2. A scaffold prompt. (eg. What might the character say?  
Try this with 3 digit numbers etc)
3. An example prompt. (eg. Add speech to your story for example, "That's unfair!" exclaimed Norman. Now you try to add some speech.

Or. Lay out the formal written method like this: 
$$\begin{array}{r} 36 \\ + 29 \\ \hline \end{array}$$

#### **Advice for Teachers when marking work:**

1. Make sure you give children time to review comments and respond to them. Plan time in lessons for this purpose.

2. When children have received their marked books, check they understand what they are to do. If they don't understand the comment, it was the wrong one for them, or may still need face-to face marking.
3. Read work all the way through before starting to mark to avoid ill-considered marking.
4. If you can't find 3 responses that they met the LO then consider if your activity gave enough opportunities for them to practice?
5. Plan future lessons/ activities based on what you find when you mark.

In Early Years and KS1:

6. Prompts can be used for face-to-face marking and orally with younger children. The same principles as above apply.

### A Star and a Wish - Marking Symbols:



The star/s is/are a positive comment(s) and should reflect the learning objective.



This is the wish..... Target – next step for child to make progress – it can be one word or a question to extend the children further.

**Children should be given time at the start of lessons and homework sessions to review and respond to marking.**

<b>I</b>	This work or part of work was done independently – this is only written if a child usually has support/ not necessarily for whole class.
<b>LSA</b>	LSA has supported the task and had input – state what resources/input were used.
<b>SC</b>	This part was scribed
<b>Orally</b>	The child has answered orally/verbally or has demonstrated during the starter or plenary their understanding to meet LO.
<b>//</b>	New paragraph
<b>_____sp</b>	spelling mistake (example) <u>becauce</u> <b>sp</b>
Years 1,2,3,4 – Teacher writes the correct word above – Teacher's discretion based on individual child and whether all words are underlined or just a few. (This may differ for each child).	
Years 5 and 6 – children to look words up in dictionary to spell correctly. Teacher's discretion based on individual child whether all words are underlined or just a few. (This may differ for each child)	

**Teachers mark in green. LSAs mark in purple. Children edit their work in orange.**

### **Book Scrutiny**

Each half term, there are book scrutinies. We look for a wide range of elements within the child's work and some book scrutinies have a specific focus whilst others are more general. The person/persons carrying out the book check may be any member of staff (Headteacher, Deputy Headteacher, Heads of Key Stages, Subject co-ordinators). SLT look at the Maths and English books each term and feedback back is given. High quality presentation and content of work is expected in all subject areas.

### **Displays**

Display in the school should be used to create an attractive and stimulating environment. There should be at least one interactive display in each classroom. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. Displays should reflect what is being taught in the class at the time.

### **Approaches to Teaching**

We do not prescribe to our staff how they should teach a lesson but we advise that all lessons have a starter, independent work and a plenary. We also encourage mini plenaries. At all times during the lessons there should be differentiation and every child should be provided for.

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times, the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress, children stay on task.

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence, planning should be up on the wall in the classroom and the Heads of Key Stages are responsible for organising which lessons are taught during the absences. The cover teacher should annotate the plans and leave a record of what they have taught with any notes relevant to the lesson.

## **REPORTING**

Reporting to parents formally takes place three times each year. These are:

- ✓ Autumn Term Parents' Evening
- ✓ Spring Term Parents' Evening
- ✓ End of Year Report

At the Parents' Evenings, staff feed back the child's progress and attainment at that point in the academic year.



In the End of Year Report, parents are informed of their child's final progress measures and attainment for that academic year. The following additional information is also included:

- ✓ Reception parents are informed of their child's Early Learning Development Goals;
- ✓ Year 1 parents are informed of their child's Phonics Screening score;
- ✓ Year 2 parents are informed of their child's KS1 SATs assessment results;
- ✓ Year 4 parents are informed of their child's Multiplication Check result;
- ✓ Year 6 parents are informed of their child's KS2 SATs assessment results.

If required, parents and staff may meet more regularly to discuss an individual child's progress and / or attainment as part of a wider discussion about their behaviour, emotional state or wellbeing.

**This policy is reviewed annually.**