


# Leechpool Teaching and Learning Guidance 2024-2025

LEECHPOOL TEACHING AND LEARNING GUIDANCE					
<b>Ethos and Values</b>	<p>A school where we breathe life into learning, to be the best we can be.            A school where children feel safe, a sense of belonging and that they can achieve.            High expectations of behaviour and learning at all times.            Promote the 6Rs. (Introduce in FS) <b>One overriding school rule – Respect.</b>            Developing independence and encouraging children to have a go.            Collaboration with all stakeholders.</p>				
<b>Professionalism</b>	<b>All staff to ensure professional relationships with children at all times, children do not have nicknames, adults are not their friends, they are their teachers.</b>				
Area	Whole School	FS	KS1	Lower KS2	Upper KS2
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Golden rules and class rules on display</li> <li>• Visual timetable – same format across school</li> <li>• Clearly labelled resources</li> <li>• Appropriate vocabulary displayed</li> <li>• Displays to reflect learning across all curriculum subjects</li> <li>• Clutter free</li> <li>• Oracy class guidelines on display</li> <li>• Learn Like a Champion poster on display in all classes</li> <li>• Path to Success on display</li> <li>• 6R's on display in all classes</li> <li>• Computing Safety rules on display in all classes</li> <li>• Humanities timelines on display in every class</li> <li>• Planning folders in wall mounts and current planning on clipboards or on the wall</li> <li>• Every classroom to display a proud wall</li> <li>• Memory boxes in each class</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly defined areas of learning (inside and outside) with clearly defined areas of learning including challenges areas and key questions</li> <li>• Key questions also in planning</li> <li>• Phonics on display</li> <li>• Maths working wall</li> <li>• Literacy working wall</li> <li>• Recommended Reads on display</li> <li>• Ipads available for children to record own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Maths working wall</li> <li>• Reading/book area with recommended reads</li> <li>• Phonics area to include weekly spelling patterns</li> <li>• Literacy working wall</li> <li>• Common exception words small cards/word mats for children to access</li> <li>• Writing wall in place</li> </ul>	<ul style="list-style-type: none"> <li>• Maths working wall</li> <li>• Reading/book area with recommended reads</li> <li>• Literacy working wall</li> <li>• Spellings on small cards/word mats for children to access</li> <li>• Year 3 Phase 3 phonic sounds to be displayed</li> <li>• Writing wall in place</li> </ul>	<ul style="list-style-type: none"> <li>• Maths working wall</li> <li>• Reading/book area with recommended reads</li> <li>• Literacy working wall</li> <li>• Spellings on small cards/word mats for children to access</li> <li>• Writing wall in place</li> </ul>

N.B. All year groups to implement items in the Whole School Box and their relevant Phase to ensure consistency across the school. Please read this document in conjunction with the Behaviour policy, Marking policy and Homework grid. All aspects of this policy are non-negotiable. **July 2024**

Area	Whole School
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Behaviour Management</b></p>	<ul style="list-style-type: none"> <li>• <b>All adults to follow Learn Like a Champion strategies consistently.</b></li> <li>• Identified pupils should be positioned away from disruptive influences and close to adults in class, in assemblies and when walking round school.</li> <li>• Ensure the environment and resources are set up to give the child the best chance of working effectively in the classroom.</li> <li>• Encourage and identify positive behaviour to reward.</li> <li>• Pre-empt possible problems by using a flexible approach to the tasks you give them.</li> <li>• Staff should be open with the whole class about the strategies they use for certain children and this should be done with appropriate discretion.</li> </ul> <p><b>Expectations for all classrooms</b></p> <ul style="list-style-type: none"> <li>• Quiet when adult is talking</li> <li>• Polite exchanges with all</li> <li>• Active listening, faces and eyes looking</li> <li>• Purposeful talk at an appropriate level</li> <li>• Respecting my learning environment</li> </ul>  <p><b>Dragon Tokens</b> These can be given by all staff in school to any pupil for their behaviour or work. These are counted at the end of each week by the Dragon Team Captains and the scores announced in whole school assembly every Monday. The winning Dragon Team each term gets to wear their own clothes in school for a day.</p> <p><b>Circles of Communication</b> All classes to use these as a visual aid for children to identify their emotions and to help regulate their emotions.</p> <p><b>Headteacher Awards</b> Any child can be sent to the Headteacher for a particular piece of work – they need to take with them a gold star (each class has a set).</p> <p><b>Class Rewards</b> Classes need to have at least 1 class reward per term.</p> <p><b>Pupil recognition</b> Class teachers to ensure that notes home, phone calls home, catching parents at the end of the day, are made to parents regularly to feedback positive comments.</p>

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Area	Whole School	FS	KS1	Lower KS2	Upper KS2
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Accessible and respected by all.</li> <li>• Clearly labelled drawers with picture clues, maths labels are the same throughout each Key Stage</li> <li>• Cleaned and maintained / replaced where necessary.</li> <li>• Children taking increased responsibility for using resources.</li> <li>• Group rooms/shared areas to be left ready for next user.</li> <li>• Recommended reads in basket in the book area in every class.</li> </ul>	<ul style="list-style-type: none"> <li>• Organised into areas of learning.</li> <li>• Children taught how to respect resources and how to tidy.</li> </ul>	<ul style="list-style-type: none"> <li>• Central storage place for resources such as maths and literacy games that have been made.</li> <li>• Sharing between classes/year groups.</li> <li>• Uniform drawer labels across the Phase.</li> <li>• Resources organised in appropriate places.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing equipment provided by the school</li> <li>• Glue sticks, sharpeners and rubbers provided by the school</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to bring in their own pencil case (one each) with only the items specified in the letter sent out in July</li> <li>• Reminder letter to restock pencil cases in December</li> <li>• Resource boxes on tables or nearby to have 30cm rulers, coloured pencils, glue sticks and pencils for use when needed</li> </ul>

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<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Follow marking and feedback policy. Marking policy on display – to be shared with children.</li> <li>• HLTA/PPA/supply/TA to follow marking policy.</li> <li>• RAP time (blue pen) to be evident in planning and in books at least 1x week in maths and literacy and in Topic where appropriate.</li> <li>• Pupils to edit work with purple polishing pens.</li> <li>• Pupils to self-assess at the end of a piece of work with coloured dot/circles.</li> <li>• Assessment fortnights every half term. Target tracker updated half termly.</li> <li>• Pupil Progress meetings termly with Leadership Group.</li> <li>• Performance Management and observations carried out with feedback.</li> <li>• Coaching is carried out for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Follow FS marking policy</li> <li>• Use of SeeSaw observations and next steps</li> <li>• LO slips to be introduced in the Spring term for those ready and to be shared with all children in Summer Term</li> </ul>	<ul style="list-style-type: none"> <li>• Follow KS1 marking policy.</li> <li>• EMA to start in Year 1 Autumn 2 – to cover a wide range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow KS2 marking policy</li> <li>• EMA time may be used to read and action feedback in books, RAP, handwriting, maths spellings, grammar and tasks</li> <li>• Feedback session for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Follow KS2 marking policy</li> <li>• EMA time may be used to read and action feedback in books, RAP, maths tasks, spellings, grammar and handwriting</li> </ul>
			<ul style="list-style-type: none"> <li>• All reading, writing and maths books to have in place new I can statement leaflets, at the appropriate year group for each child. I can statements to be listed A,B,C for literacy, and 1,2,3 for maths.</li> <li>• Writing I can statements to be in the front of the books with boxes to date and evidence the statements.</li> <li>• Maths books in KS2 to have number I cans at the front, and all other I cans at the back. Children to colour the O column orange when it is taught/introduced and G column green when achieved. Adult to date both orange and green if the child is not able to with month and year.</li> <li>• KS2 books and KS1 books to have plastic wallets for I can statements</li> <li>• Targets for individual pupils/groups of pupils for Reading, Writing and Maths to be written in boxes of the I can leaflets in the books for the beginning of each half term. (Targets to be written in the front I can statement leaflet in maths) Targets updated when achieved.</li> <li>• Year 5/6 spellings highlighted in green when evidenced in writing.</li> </ul>		

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Presentation of Work	<ul style="list-style-type: none"> <li>All pupil books to have a sticky name label on the front - all labels will be printed/typed (Office to provide)</li> <li>New page for each learning slip.</li> <li>No pupils to deface books at home or school – sent to Phase Leader in first instance</li> <li>When a pupil completes an exercise book – they need to be sent to the Head for it to be signed off <b>that week.</b></li> <li>When pupils start their 2<sup>nd</sup> book, it must be labelled no2, etc.</li> <li>Teachers writing to be legible and a model example in pupil books</li> <li>When pupils make mistakes, to be taught to cross out with one line</li> <li>Any paper to be stuck in books to be trimmed before being given to the children and stuck in straight by children flat, not folded</li> <li>Pupils to put dots under a word if they think they have spelt it incorrectly.</li> <li>Timeline to be stuck in the back of all topic books in current books</li> <li>At the front of literacy books, a writing piece from the previous year to be stuck on the inside cover.</li> </ul>	<p>Pupils to write their name on all work.</p> <p><b>Reading Diary</b> (dog)  <b>Learning Journal</b> book (yellow A4+).  <b>Writing and handwriting</b> – lined and plain (yellow landscape A4)  <b>Key word folder</b>  <b>Drawing club book</b></p> <p>LO slips to be introduced in the Spring term for those ready and to be shared with all children in Summer Term and children encouraged to write the short date.</p>	<p>Each new piece of writing in Literacy and Maths to have agreed LO slip with date. LO slips for Guided Reading and topic used when appropriate.</p> <p>In September, pupils to put expectations in front of books and in each new book for Maths, Literacy, Guided Reading and Topic.</p> <p><b>Maths books</b> – (blue oversize squared book) short date. Follow maths presentation sheet when ready to start writing in maths books. Yr2 – 1<sup>st</sup> maths lesson – presentation expectations.  <b>Literacy books</b> (yellow oversize lined book)– short date. Summer term to start writing the long date in literacy.  <b>Reading Diary</b> – year 1 blue and year 2 green  <b>Topic book</b> (oversize red)  <b>Spelling</b> – yellow small.  <b>Guided reading books</b> (yellow)  <b>Free write books</b> (yellow)  <b>EMA books</b> – (pink A4)  <b>Sketch book</b></p> <p><b>MFL work</b> to be done in topic books.</p> <p>Continue to teach joined writing.</p>	<p>Each new piece of writing in Literacy and Maths to have agreed LO slip with date. LO slips for Guided Reading and topic used when appropriate, with a code indication of subject area.</p> <p>In September, pupils to put expectations in front of books and in each new book for Maths, Literacy, Guided Reading and Topic.</p> <p>At the front of maths books, an arithmetic record to be put in and moved with each new book.</p> <p>Once a pupil is a 'free reader', at the front of guided reading books, a reading record to be put in and moved with each new book.</p> <p><b>Maths</b> - 2 square margin on left. Short date.  <b>Literacy</b> - Legible (and joined) handwriting. Long date. With extended pieces of writing, pupils to write on every other line.  <b>Guided reading</b>  <b>Free write</b>  <b>EMA books</b>  <b>Reading diary</b>  <b>Spelling book</b>  <b>MFL book</b> –start in yr 3 and follow up through school  <b>Spanish book</b> –start in yr 4 and follow up through school  <b>Art sketch book</b> (A4 black shiny) – start in year 3 and follow up through school  <b>Topic books</b> – one for each topic, start in yr 3 and follow up through school</p>	<p>In September, pupils to put expectations in front of books and in each new book for Maths, Literacy, Guided Reading and Topic.</p> <p>At the front of maths books, an arithmetic record to be put in and moved with each new book.</p> <p>At the front of guided reading books, a reading record to be put in and moved with each new book.</p> <p><b>Maths</b> - 2 square margin on left. Short date.  <b>Literacy</b> - Legible (and joined) handwriting. Long date. With extended pieces of writing, pupils to write on every other line.  <b>Guided reading</b>  <b>Free write</b>  <b>EMA books</b>  <b>Reading diary</b>  <b>Spelling book</b>  <b>MFL book</b> –start in yr 3 and follow up through school  <b>Spanish book</b> –start in yr 4 and follow up through school  <b>Art sketch book</b> (A4 black shiny) – start in year 3 and follow up through school  <b>Topic books</b> – one for each topic, start in yr 3 and follow up through school</p>

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<b>Role of Parents/Carers</b>	<ul style="list-style-type: none"> <li>• Leechpool Link – teachers to share key points to pupils when it comes out</li> <li>• Parent/School books shared in September and teachers to keep referring parents back to them</li> <li>• Inclusion newsletter</li> <li>• Curriculum newsletter</li> <li>• Pupil Voice Committee newsletter</li> <li>• Teacher meetings in September</li> <li>• Expectation of parents supporting with homework</li> <li>• Attend meet the teacher sessions, parents’ evenings and display evenings</li> <li>• Transition meetings in June for FS – Yr 1 and for Yr2 – Yr3.</li> <li>• Class assemblies</li> <li>• Ensuring children have the right resources at school.</li> <li>• Inviting in to work in the classrooms or on trips</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly newsletter and ‘did you know?’ slips for parents’</li> <li>• Use of Seesaw for parents to add to</li> <li>• Open door policy</li> <li>• Expectation of regular home reading, phonic practice, key words</li> <li>• Home challenges given via newsletter</li> <li>• Daily checking of reading diaries</li> <li>• Home visits, transition meetings before start school</li> <li>• Sign home/school agreement</li> <li>• 6 weeks in</li> <li>• Reading workshops for parents</li> <li>• Invitation to attend celebration of learning termly</li> <li>• SeeSaw for parent access</li> <li>• Phonics and maths workshops in Autumn term</li> </ul>	<ul style="list-style-type: none"> <li>• Daily checking of reading diaries, signing when read individually</li> <li>• Reading workshops for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Reading four times a week</li> <li>• Practising spellings</li> <li>• Practising timestables</li> <li>• Year 4 parents to attend the timestable check meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Leavers assembly</li> <li>• Parents agreement to early morning booster classes when needed</li> <li>• Commitment from parents with residential expectations.</li> </ul>

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