



*Safe • Happy • Learning*

# *Anton County Junior School Teaching and Learning Policy*

<b>Date created:</b> September 2025	<b>Head Teacher:</b> Kerri Culver
<b>Review period:</b> Annual	<b>Next due for review:</b> September 2026
<b>Chair of Governors:</b> Dharmesh Mistry	

## **Anton Junior School Vision and Values**

We want the children of Anton Juniors to **REACH** for their ambitions in life through being Resilient, Empowered, Aspirational, Curious and Honourable.

### **Resilient**

Being resilient means our children are confident to take risks and challenges in their learning with the ability to overcome barriers they may face.

### **Empowered**

Being empowered means our children have more confidence when making choices in their learning and when in social situations.

### **Aspirational**

Being aspirational means our children have a strong desire for success and achievement.

### **Curious**

Being curious means our children have a thirst for learning new skills and knowledge in different ways throughout the entire Anton curriculum.

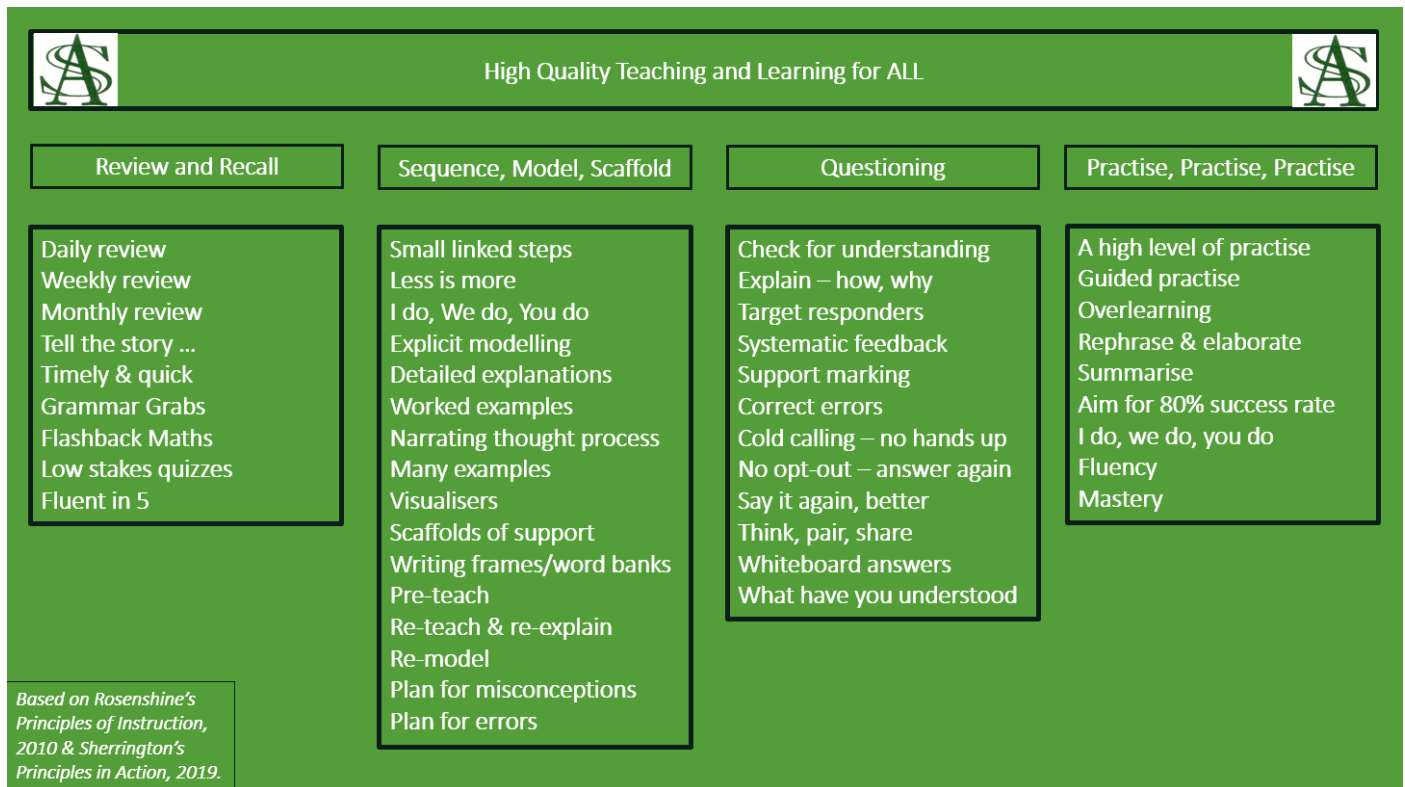
### **Honourable**

Being honourable means our children have respect, honesty and fairness when becoming active members of their school and wider community.

At Anton Junior School, we set high expectations for our pupils and are aspirational for them in relation to all aspects of their learning and conduct. Within our Anton values, we promote independence and growth mindset; we expect pupils to embrace the opportunities provided for them to grow emotionally and socially to become the very best version of themselves.

To that end, our Anton values underpin how we develop pupil character and transferable behaviours. These underpin all that we do and are deeply embedded in practice throughout the school day. It is intrinsically linked to our Attendance, Teaching and Learning, Pupil Premium Statement and Safeguarding Policies which should be read in conjunction with this policy. It also takes into account the Keeping Children in Education Safe guidance and the Government's Behaviour in Schools Advice for Head Teachers and School Staff (September 2022).

## Model of Effective Teaching and Learning



### Planning for Effective Learning

At Anton Junior School we are committed to following the programmes of study as required by the National Curriculum 2014.

Our curriculum is reviewed at least annually with ongoing evaluation where necessary changes are made in line with pupils' needs.

Regular PDMs (Professional Development Meetings) are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place annually, termly, half termly and weekly with reference to the National Curriculum 2014 and the Whole School Long Term Curriculum Plan.

Weekly plans for English, Mathematics and foundation subjects are completed prior to learning. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study (where appropriate and in discussion with SLT).

At Anton Junior School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

### To facilitate effective learning in core subjects, expectations for planning are as follows:

- Plans are labelled with a title correctly to identify: year group, subject and topic.
- Children who have an additional learning need and/or receive Pupil Premium are identified and bespoke approaches are included or referenced where necessary.
- National Curriculum objectives are identified clearly.
- Focus group objectives (from SEN toolkit) are identified.

- Sentence stems for maths are included.
- Key questions for AfL and depth of learning are present.
- Resources are identified - particularly concrete for maths.
- Learning objectives are learning based and child friendly.
- Clear starters which recap and make links with previous learning are identified with adaptations where needed.
- Clear task design with adaptations.
- Clear input indicated.
- Clear LSA support.
- Plan varied ways of recording depending on task (e.g. photos, drawings, discussion blurbs).
- Clear sequence of lessons evident.

## **Effective Learning Environments**

The learning environment will be developed and managed in such a way as to facilitate the most effective learning for pupils.

### **The following will be seen in all classrooms:**

- Our Working Walls are reflective of the current units being taught
- All in class displays are backed in natural brown backing
- Relevant spellings relating to all areas of the curriculum are displayed
- Science Working Wall with relevant key information and vocabulary relating to current unit
- Well organised display boards which are not ripped, damaged or cluttered
- Steps to Excellence is displayed
- Whole class visual timetable is displayed vertically – each lesson is removed once completed
- Reading Corner is inviting, well organised, purposeful and does not contain dictionaries/ thesaurus or too many books
- Each class will have clearly labelled Maths resource boxes
- All drawers are labelled for appropriate resources including photos

#### **English Working Walls will display:**

- WAGOLs from adults and children
- Vocabulary relevant to current unit
- Spellings linked to current unit
- Rules for current spellings
- Grammar grab for the week
- Handwriting expectation
- Purpose and audience for current unit
- Editing poster
- Picture of current unit text driver(s)
- Photocopy of front cover for current unit

#### **Maths Working Walls will display:**

- Worked examples of methods
- Key vocabulary for current unit
- Times tables
- Place value grids
- Key questions to extend children

## **Monitoring of Teaching and Learning**

All monitoring of teaching and learning is to be done in a supportive way. Monitoring activities will be regular and varied. This could include:

- Classroom observations and learning walks
- Monitoring of books and talking to children
- Analysis of data
- Reviewing teaching plans, use of resources and classroom environments
- Coaching triads for both teachers and LSAs

## **Professional Development**

We recognise that continuing staff development is vital for the delivery of a broad, balanced curriculum that stimulates children and helps them to achieve their best. All staff have an entitlement to training to support school development and their own professional development. Training needs are identified through our whole school priorities and individually through professional discussions during performance management.

## **Role of Governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are used optimally to support teaching and learning
- ensure teaching methods are in line with health and safety regulations
- seek to ensure that our staff development and our performance management both promote good quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from key staff and the Head Teacher's report to Governors

## **Parental Involvement**

We believe that parents have a fundamental role to play in helping children to learn. We keep parents informed about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for key areas in the curriculum twice a year
- sending information to parents, at the start of each term, which outlines the curriculum knowledge and skills that the children will be studying at school
- sending parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further
- explaining to parents how they can support their children with homework, and suggesting strategies for supporting their children
- providing opportunities to be involved at school
- providing workshops e.g. phonic support, maths

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- ensure that their child has the best attendance record possible
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- promote a positive attitude towards school and learning in general
- discuss difficulties with the class teacher or SLT privately and respectfully

#### **Linked Policies**

- Behaviour
- Staff Code of Conduct
- Performance Management
- Assessment
- Subject Leadership

<https://www.gov.uk/government/publications/teachers-standards>

## Appendix 1 – Marking and Feedback



Teachers will mark all books in a timely and purposeful manner.

Teachers will mark in **GREEN** pen.



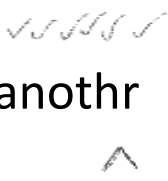
LSAs will support marking in **BLACK** pen.

Children will edit their own work and respond to marking in **PURPLE** pen.

All work will be initialled by the marking adult.

<b>Marking and Feedback Codes</b>	
<b>V</b>	Verbal discussion with the child during the lesson. This will be accompanied by a brief explanation eg. Place holder, commas
<b>G</b>	Group work
<b>S</b>	Work has been supported/ scaffolded – with short explanation eg. Support with layout/ support with sentence structure
<b>I</b>	Work has been completed independently without adult support or scaffold
<b>Sp</b>	Correct spelling mistake
<b>CL</b>	Use a capital letter
<b>Pu</b>	Correct punctuation
<b>//</b>	New Paragraph
<b>^</b>	A word is missing
<b>T</b>	Check tense
	Well done you got it right and met the success criteria.
<b>.</b>	Incorrect answer
	A target, which can be given in a lesson, this is to move learning forward, for example another calculation, question, editing etc
<b>HP</b>	House Points awarded for effort and/or progress towards individual targets

## Spelling Feedback

<p><b>Sound choices</b></p> <p>Thr_____</p>  <p>oo      ough</p>	<p><b>Options</b></p> <p><i>Ri</i>yte</p> <p><u>Circle</u></p> <p><i>Rite</i> or <i>right</i></p>	<p><b>Sound buttons to fill in</b></p> <p>shuld</p> <p>Sh      l d</p> <p>_____ . .</p>	<p><b>Ticks and dots</b></p>  <p>eny</p> <p>.</p>
<p><b>Arrows to indicate missing letters</b></p>  <p>anothr</p>	<p><b>SP x 3</b></p> <p>Might</p> <p><i>might might</i> <i>might</i></p>	<p><b>Give a mnemonic to support</b></p> <p><i>There is a LIE in beLIEve.</i></p> <p><i>Because - Big Elephants Can Always Understand Small Elephants</i></p>	<p><b>Underline incorrect part and ask the child to use a dictionary</b></p> <p><i>Comp<u>it</u>ition</i></p>

- Prioritise high frequency words, check for repeated errors
- Pick up on any errors from taught spelling rules
- Around 3 or 4 in a piece of writing for those with several errors.

# Appendix 2 – Presentation Expectations



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## English Presentation Expectations

The learning objective will be underlined with a ruler.

The long date will be used and underlined with a ruler on the first small line.

Monday 24<sup>th</sup> May 2024

LO: To use full stops and capital letters.

Starter

a a a a a a  
 aaa aaa aaa  
 apple apple apple

Confidently and proudly, Ahmed made his way <sup>through</sup> ~~thru~~ the crowded market, amongst the hustle and bustle, everyone could hear the sounds of his cart. The sunlight bathed the market in warmth and happiness. <sup>A</sup> although the <sup>heat</sup> ~~^~~ was intense, <sup>A</sup> ahmed urged his donkey to pull the cart <sup>through</sup> ~~thru~~ the lovely city. ☹

✓ This is a lovely piece of writing. Well done for editing your capital letters. (K)

Sp. through \_\_\_\_\_

Use school handwriting style neatly.

Start writing at the margin.

Children will edit work in purple pen.

Leave a line.

Adults will add next steps to support progress where appropriate.

Adults will initial work when they have seen it.

My Learning Feedback	
W	An adult has spoken to you about your work to help you improve it.
G	You worked as part of a group.
S	You had some support with your work.
I	You did the work independently.
✗	Correct the spelling errors.
C	Capital letters need to be added.
Pn	Check and improve your punctuation.
¶	A new paragraph is needed.
•	A word is missing.
✓	Check and correct the tense you have used.
✓	You answered correctly and/or demonstrated understanding of the learning.
-	Incorrect so check and have another go.
➡	A task, challenge, or target for you to complete to move your learning forward.
SP	Your work shows pride, high aspirations and perseverance.



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## Maths Presentation Expectations

The short date will be used and underlined with a ruler.

The learning objective will be underlined with a ruler.

Write one digit per square.

Number the answers to questions clearly.

Children will edit and self-mark work in purple pen.

Leave a clear space between questions.

Adults will mark in black pen.

Adults will initial work when they have seen it.

24.05.24

LO: To be able add 4 digit numbers using a formal method.

Starter

154 < 240 ✓      254 > 245 ✓  
304 < 340 ✓      182 > 123 ✓  
25 = 5 × 5 ✓      3 × 3 = 9 ✓

1. 
$$\begin{array}{r} 3467 \\ + 1232 \\ \hline 4699 \end{array} \checkmark$$

2. 
$$\begin{array}{r} 4261 \\ + 2358 \\ \hline 6619 \end{array} \checkmark$$

3. 
$$\begin{array}{r} 4623 \\ + 3749 \\ \hline 8372 \end{array} \checkmark$$

4. 
$$\begin{array}{r} 7137 \\ + 9684 \\ \hline 16821 \end{array} \checkmark$$

✓ Well done!  
3HP

RC

My Learning Feedback	
✓	An adult has spoken to you about your work to help you improve it.
6	You worked as part of a group.
5	You had some support with your work.
4	You did the work independently.
Sp	Correct the spelling errors.
C	Capital letters need to be added.
Pu	Check and improve your punctuation.
//	A new paragraph is needed.
*	A word is missing.
!	Check and correct the tense you have used.
✓	You answered correctly and/or demonstrated understanding of the learning.
-	Incorrect so check and have another go.
➡	A task, challenge, or target for you to complete to move your learning forward.
SP	Your work shows pride, high expectations and perseverance.



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## Guided Reading Presentation Expectations

The long date will be used and underlined with a ruler on the first small line.

Stickers should be stuck in, with the skill written and underlined next to it.

Sheets to be neatly stuck in.

Use school handwriting style neatly.

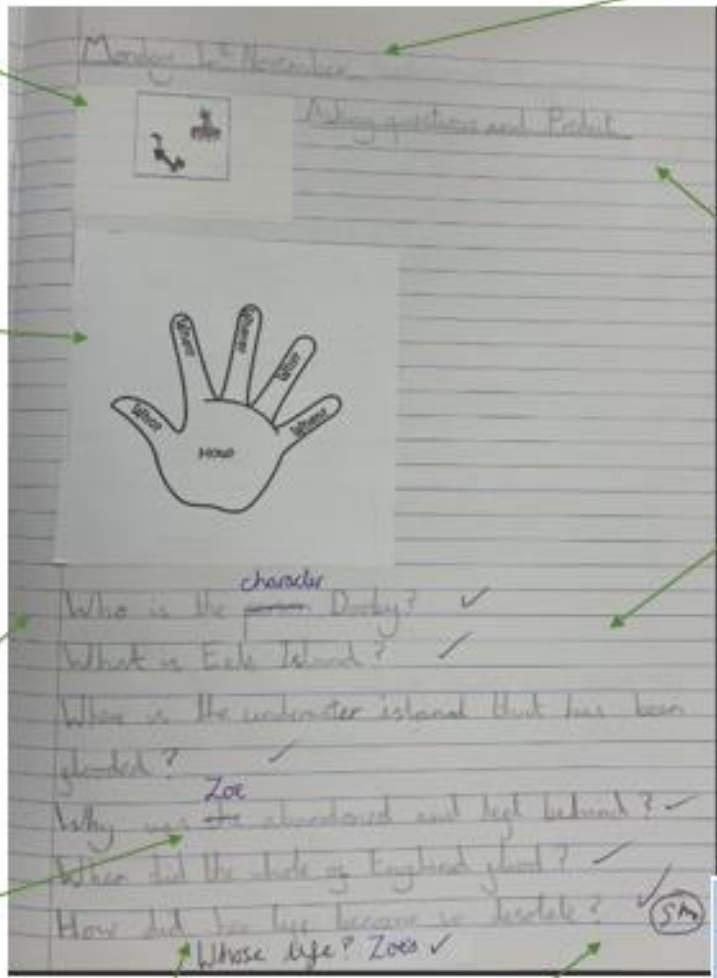
Leave a line.

Start writing at the margin.

Children will edit work in purple pen.

Adults will add next steps to support progress where appropriate.

Adults will initial work when they have seen it.



My Learning Feedback	
W	An adult has spoken to you about your work to help you improve it.
G	You worked as part of a group.
S	You had some support with your work.
I	You did the work independently.
Sp	Correct the spelling errors.
C	Capital letters need to be added.
Pu	Check and improve your punctuation.
//	A new paragraph is needed.
*	A word is missing.
T	Check and correct the tense you have used.
✓	You answered correctly and/or demonstrated understanding of the learning.
-	Incorrect so check and have another go.
🚀	A task, challenge, or target for you to complete to move your learning forward.
🌟	Your work shows pride, high aspirations and perseverance.