



# Teaching and Learning Policy



All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment

## Aims of this document

To provide clear guidance around our approaches to teaching and learning with the aim of ensuring the highest quality teaching resulting in the best possible outcomes for our children.

At Pitton CofE Primary School we help all our children:

- Achieve their full potential as rounded individuals
- Achieve high standards in all areas of the curriculum
- Develop as self-motivated, independent and collaborative learners
- Become confident and skilled in their application of language, including spoken language
- Be able to rise to challenges and grasp new opportunities
- Have a positive outlook on life
- Be active contributors to the school and the wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging toward the school and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

## Quality First Teaching and Learning

Good quality teaching and learning at Pitton CofE Primary School is characterised by:

- Providing a positive, supportive, caring, healthy and safe learning environment
- Recognising the needs and aspirations of all children; providing opportunities for them to make the best possible progress and attain the highest personal achievements
- Encouraging all children to be enthusiastic and committed learners, promoting their self-worth, self-esteem and emotional well-being
- Providing a broad, balanced, engaging and challenging curriculum
- Providing a curriculum that is underpinned by real-life experiences, rich reading and collaborative learning
- Developing children's confidence and ability to learn and work independently and collaboratively.

- Providing rich, varied and relevant experiences for children to acquire, develop and apply a broad range of knowledge, skills and understanding
- Providing a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the children
- Strong teacher subject knowledge alongside effective planning, which meets the needs and interests of all children
- Effective use of data and AFL to plan and adapt teaching accordingly
- Effective use of teaching assistants and additional adults
- Research based personalised support that works
- Providing opportunities for assessment for all learners that uses this knowledge to immediately move learning on
- Enabling children to assess their own performance as part of the normal diet; they do this with interest and understanding to inform their own learning
- Enabling children to adapt their talk to the demands of different contexts with increasing confidence; encouraging all children to take an active part in discussion, showing an understanding of others' ideas and sensitivity to others
- Providing a vocabulary rich learning environment alongside high-level questioning

## **The Curriculum**

***'Education is the most powerful weapon which you can use to change the world.'***

### ***Nelson Mandela***

The curriculum is enriched by the use of exciting experiences for children including visits, visitors to school and a programme of extra-curricular activities. As well as making the most of our local environment, each year group plans a trip [aiming for x1 every term] linked to their learning. The curriculum is planned to relate to the interests of the children as much as possible.

The National Curriculum attainment targets and programmes of study will be used to develop high quality plans, ensuring progression of skills and coverage of curriculum areas.

The following additional schemes of work are used:

Phonics is taught through Letters and Sounds.

Maths is taught using a mastery approach using Archimedes Scheme of work for mixed age classes. This incorporates White Rose planning and resources, NRich and NCETM activities.

Spelling is taught using the key words and suggested spelling lists in both KS1 and KS2.

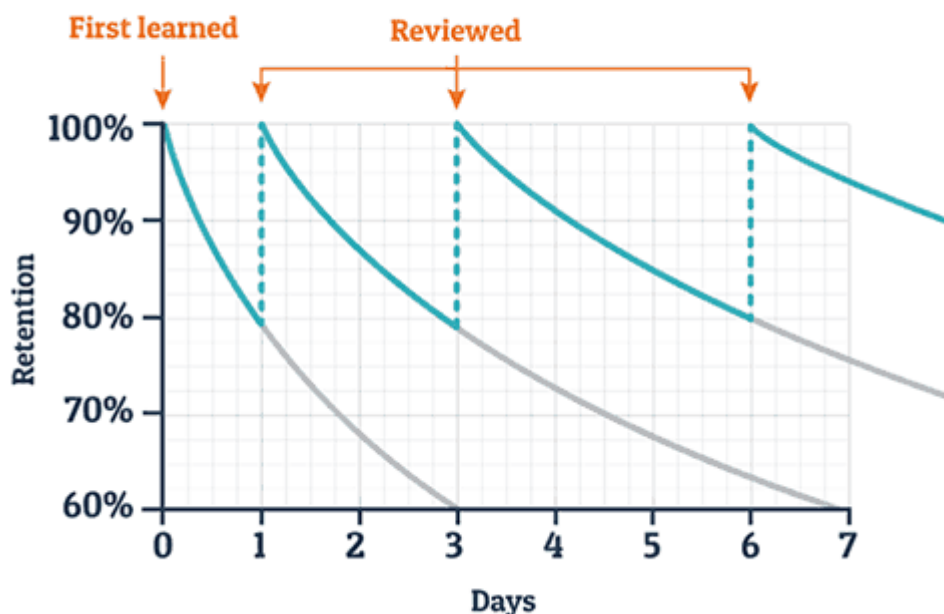
Personal, Social, Health Education (PSHE) is in line with 2020 requirements and follows the 'Safety Caring Achievement Resilience Friendship' (SCARF) scheme of work.

## **Planning**

"If you fail to plan, you plan to fail" Learning is a process. Outstanding learning stems from sequences of linked and engaging lessons that are skilfully planned to build on prior knowledge and revisit and embed learning.

## Ebbinghaus' Forgetting Curve

### Typical Forgetting Curve for Newly Learned Information



## Achieving the best quality planning

We strive for outstanding planning, that is well pitched, accurately differentiated and engaging for all pupils. Yearly overviews show balance and progression.

Planning is informed by excellent subject knowledge. It is the teacher's responsibility to ensure that they are well planned and prepared for the lesson. Work should be differentiated to meet the needs of the children in each class including those with SEND, EAL and those more able learners. Planning should be adapted to the needs of the children at Pitton CofE Primary School.

A flexible offer of CPD is available for staff based on their career stage and personal requirements. Additional CPD through training, lesson visits and team teaching is offered by schools within our cluster. At Pitton CofE Primary School we will be working closely with Winterslow Primary School during the academic year 2020-2021.

Planning is saved on the shared area of the server under STAFF

## Marking and Feedback

When considering giving feedback either in written or verbal form, the key question to ask is 'How well has this child understood the teaching in this lesson?' Giving feedback in a written or verbal form, should reflect how well the child has achieved what the teacher set out to achieve in their teaching. Based on the work produced within the lesson, what is heard in the lesson and what is observed in the lesson, the teacher should use this collection of information to plan the focus of the next lesson for that child or group of children. The 'real' response to a lesson, is what the teacher does next.

Please see the marking and feedback guidance for further information.

## **Assessment**

Learners in the EYFS will be assessed against the Early Years Foundation Stage Profile (EYFSP for short). This consists of Early Learning Goals for Reception aged learners.

Years 1-6 will be assessed under the national curriculum standards and in line with the 'End of Year Expectations' for each year group. Learners will be assessed at whether they are 'Working Towards Age Related Expectation', 'Working at the Age Related Expectation' or 'Working above Age Related Expectation'.

Assessment is used to:

- track learners progress throughout school
- use diagnostic information about learners' strengths and weaknesses

## **Assessment Points**

At each assessment point teachers will use their knowledge of the child, along with the outcome of any summative assessments taken, to make a judgement of how they are attaining in line with the Age Related Expectations. All assessment information is stored within the Insight online tracking system and teachers use this information to plan next steps and identify any gaps in their learning.

Baseline Assessments carried out using knowledge from previous assessment outcomes (at the start of the year), e.g. prior attainment on Insight Tracking system, NFER assessments, phonics assessments, reading PM benchmarking, White Rose maths assessments and observations. Diagnostic assessments will inform next steps which will in turn inform planning. EYFS will be teacher assessed against age related milestones within Development Matters.

Entry Assessments – September

Autumn Assessments – October

Spring Assessments – February

Summer Assessments – June

End of year Assessments - Statutory assessments will be carried out at the end of FS2, phonics in Year 1 and for those who did not meet the required standard in Y2 and for at the end of Key Stage 1 and 2.

Pupil progress meetings will be held after each assessment point.

## **National Assessment Points**

There are various points in the Primary Phase at which learners are required to undergo national standardised assessment. The outcome of these assessments are submitted to the DfE.

EYFS Reception Baseline Assessment

EYFS- End of EYFS Keystage assessment  
Year 1 (June) - Phonics Screening Check  
Year 2 (May) - End of KS1 National Tests  
Year 4 (June) – Multiplication Times Tables Check  
Year 6 (May) –End of KS2 National Tests

### **Standardisation and Moderation**

Standardisation and Moderation are central activities of the assessment process. They have different functions and occur at different stages in the assessment process.

- Standardisation is designed to ensure that national standards are understood and can be applied consistently. At Pitton CofE Primary School class teachers work with schools across the cluster to standardise their assessment. This is supported by a series of cross school moderation meetings looking at each year groups expectations
- Moderation is designed to check that national standards have been applied consistently. At Pitton CofE Primary School, the moderation process will take place at least termly through work scrutiny, learning walks and observations by SLT and LA Advisors leaders for English and Maths
- The local authority may also carry out end of key stage moderation within school

### **Reporting to Parents**

Sharing information with parents/carers about the progress their child makes in school is crucial. At Pitton CofE Primary School we do this in number of ways.

- Parent/carer consultations/meetings in school during Term 2 and Term 4
- End of year expectations for each year group is given out to inform parent/carer of the national expectation for learners of that age group
- Information regarding where learners are attaining (Working towards or Meeting Age Related Expectations, Working Above Age Related Expectations) and next step targets are given out during parent Consultations and on the End of Year report to parents
- End of Year written report – a review of the academic year including achievement across the curriculum and next steps to progress

### **Evidence**

In Key Stage 1 and 2 the children have an English, Maths, Science, Topic and RE book. EYFS learners have a Learning Journey which contains evidence, examples of learning, photographs and observation notes, across the 17 areas.

### **Presentation of Books Monitoring**

At Pitton CofE (VA) Primary School we aim for the highest quality presentation in everything we do. We foster a sense of pride in our environment and work.

For children in Key Stage 1 and 2:

- At the start of the year, teachers explain the expectation of presentation to children.
- Teachers model high standards of presentation in marking, display/learning environment and when using white boards. Teacher and pupil handwriting on displays/ working walls is encouraged and should be of a high standard
- The same high quality of work is expected in all work
- Children’s books are labelled with the subjects, their name and class.
- Children should not write on the cover of their books
- Each piece of work is dated
- Pieces of paper stuck into books are stuck in straight and do not stick out from the side of the book
- Children write with a pencil or black handwriting pen in English if their handwriting has reached a good standard and they have received a “pen licence”
- Children may use rubbers to erase individual words or mistakes but not whole sections of work. Children may also use a single ruled line to cross out work
- Rulers are used to underline and draw straight lines, including number lines

### **SEND Ways of Working**

The Special Educational Needs and Disability Code of Practice underpins the way we work with children, their families and other agencies. We know that special educational provision is underpinned by high quality teaching and is compromised by anything less. At Pitton CofE (VA) Primary School, high quality teaching that is differentiated and personalised meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. In these cases, our children’s experiences are of a system which is efficient: their special educational needs and disabilities are picked up at the earliest point with support routinely put in place quickly. Their parents will know what support and services they can reasonably expect to be provided. Children and their parents or carers are fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people are raised through an increased focus on life outcomes, including employment and greater independence. Once a child is identified as having SEN(D), they are placed on the school’s SEND List. The class teacher, with the support of the SENCO where necessary, follow the graduated response to set SMART Targets and follow the process below.



### **Graduated Response**

As a school we strive to provide high quality provision to meet the needs of all children and young people with SEN(D). Where possible, these children are educated alongside their year group peers in mainstream classes supported by the provision outlined on their SEND Target Sheet. Here, the class teacher is responsible for assessing; setting SMART targets; planning and delivering interventions; and reviewing progress before starting the above cycle again. Where the child has an EHCP, the LA are responsible for writing the plan and overseeing the review process. Class teachers are responsible for the day-to-day implementation of the plan with the support of the SENCO and outside agencies where necessary. (More detailed explanations of this are in the code of practice).

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.' SEND Code of Practice January 2015.

### **Our Pupil Premium Statement**

At Pitton CofE (VA) Primary School we strive for positive outcomes for all our pupils. For some children there are greater challenges to success and often those children in receipt of pupil premium funding fall into this category. We are committed to improving outcomes for vulnerable and disadvantaged pupils and identify the following 5 indicators to do so:

- The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages
- Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress
- High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts are also available for access through reading schemes, school library and book clubs. Vocabulary is also developed through the child's learning journey
- Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations
- Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves

### **Learning Environment Expectations**

Each classroom should have the following:

#### **English Display**

- There will be a permanent English learning wall displayed in each classroom. This will reflect and support learning in the context of the current unit of study, modelling success criteria for pupils and ensuring that pupils have a visual working resource to

support and extend learning. The features of the text (as referred to in lessons) should be labelled

- An English display showing children's independent work and illustrating success in achieving the learning objective and success criteria
- An engaging vocabulary display. This may include visuals, tools to deepen word meaning or vocabulary in context

### **Mathematics Display**

- There will be a permanent maths area and learning wall in every classroom. The learning wall should reflect and support learning in the current unit of study
- The wall should represent the key elements of White Rose Maths – Concrete, Fluency, Abstract
- The best learning walls will show the learning process, show visual representations and display mathematic vocabulary/ phases
- There should be examples of children's work, illustrating success in achieving the learning objective and success criteria

### **Curriculum/ Topic Display**

- This should be visually eye-catching and about promoting and sharing a love of learning

### **Classroom Rules/ Code of Conduct Display**

- The classroom/school golden rules should be signed by the children and teacher at the start of the year and used for reference throughout the year

### **Classroom Organisation**

- Books and resources should be well organised, clearly labelled and accessible to children.
- Pupils should be able to access resources independently from labelled and accessible central classroom storage or from the centre of their table
- Books and resources needed in lessons should be ready on the tables to avoid wasting time and ensure good pace within a lesson
- All areas (including the teacher's desk) should be kept tidy and free from rubbish, piles of paper, random pieces of equipment etc
- All adults using the classroom need to be able to move comfortably around the space and should have their own place for resources and filing

### **Working in Partnership with Parents**

Parental involvement is an important priority for us in accelerating the progress of pupils and creating a happy environment where children want to come to school and learn. For the classroom teacher this means:

- Being on the playground at the start and end of the day and being approachable to parents. A smile goes a long way to building positive relationship
- Keeping parents informed of their child's learning and progress. This will include 2 parent consultations and the end-of-year report. If parents do not sign up to attend a parent consultation, then the teacher will phone the parent or send an additional letter home to encourage them to attend. As a school we are aiming for 100% attendance at parent consultations. Communicating the positives, especially when a child has behaviour needs
- Involving and guiding parents in supporting their child's learning. Encouraging parents to attend planned classroom visits
- Inviting parents to participate in or watch class activities e.g. open afternoons and class assemblies. As well as sending notes home with the children we talk to the children about verbally reminding the parents of key events
- Providing relevant homework

As a school, we communicate with parents and encourage parents into school through:

- Teachers and leaders being on the playground at the start and end of every day to meet parents and children and to be available to discuss any worries or concerns.
- Parents invited to class and special assemblies
- New starter inductions
- Our website
- Class Dojo

## **Behaviour**

Without good behaviour it is very difficult for children to achieve their full potential both socially and academically and get the best out of their experience in school.

Good behaviour is promoted through:

- All staff knowing and following the behaviour policy
- The use of positive language by all staff
- An ethos of mutual respect: treating children as you would wish to be treated
- High expectations from all staff
- All staff responsible for the behaviour of all children around school
- Teachers arriving on the playground before the end of play/lunchtime to collect their class
- Staff supervising classes as they walk around school, including going out to play

- Specifically praising the positives
- Good communication with parents
- All staff supporting children with behaviour plans
- Every day is a fresh start for every child

### **OUR GOLDEN RULES FOR GOOD BEHAVIOUR IN AND AROUND SCHOOL**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

#### **TEACHING AND LEARNING POLICY**

<b>Reviewed:</b>	3 years
<b>Reviewed by:</b>	Headteacher, Curriculum Committee
<b>Ratified:</b>	November 2023
<b>Next Review:</b>	T2 2026/2027
<b>Filed:</b>	PITTON POLICIES/non statutory/curriculum