



Policy	Teaching and Learning Policy
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## OLD CHURCH C.E. PRIMARY SCHOOL

### CURRICULUM POLICY FOR TEACHING AND LEARNING.

#### ***Introduction***

The policy outlines the purpose, nature and management of Teaching and Learning at Old Church Primary School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

Further details can be found in the schemes of work and or policy and procedures for curriculum subjects.

The policy reflects the consensus of opinion of the whole staff and has full agreement of the Governors. A policy review will take place every two years. The implementation of this policy is the responsibility of all teaching staff.

#### **What is Teaching and Learning?**

TEACHING AND LEARNING is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum, Local Curriculum, religious education and collective worship.

#### **Aims**

Our aims for teaching and learning are that all children will be tolerant and understanding that they have respect for the rights, views and property of others and develop a responsible and independent attitude towards work and towards their roles in society.

That they have the opportunity to fulfil their full potential in terms of academic achievement, aesthetic appreciation, social, moral and spiritual awareness.

#### **Principles of Teaching and Learning.**

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents, pupils, outside agencies and governors) work towards the school's aims by:

- Treating children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Working as a team, supporting and encouraging one another.



- Understanding and using knowledge of pupils preferred learning styles to meet the needs of the pupils.

#### **TEACHERS work towards the school Values by:**

- Providing a challenging and stimulating programme of experiences and activities designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Ensuring that learning is progressive and continuous.
- Being good role models by, for example: being punctual, well prepared and organised.
- Maintaining an up to date knowledge of the National and Local Curriculum.
- Having a positive attitude to change and the development of their own expertise.
- Establishing links with the local community including church, police, social services and health to ensure positive liaison.
- Endeavour to work with outside agencies to prepare pupils for the opportunities responsibilities and experiences of adult life.
- Working collaboratively with a shared philosophy and positive commitment to practice.

#### **PUPILS work toward the school Values by:**

- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised – bringing necessary kit, taking letters home promptly returning reading books regularly, completing homework's set.
- Doing their best at all times.
- Conducting themselves in an orderly manner when moving around the school and line with the expected code discipline.
- Developing responsibility for their own learning.

#### **PARENTS work towards the school Values by:**

- Ensuring that children attend school in good health, regularly and punctually.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Working together with staff to develop a positive home – school partnership.
- Participating in discussions, open days, workshops and awareness sessions concerning the school and their child's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Giving due importance to the home-school partnership by sharing in quality time with their children.
- Supporting their children with homework for example, hearing reading and assisting in learning of tables and spellings, sharing in curriculum themes.
- Allowing their children to take increasing responsibility as they progress throughout the school.

#### **Strategies for Teaching and Learning.**

Our Key stage 1 and 2 curriculum is organised on a subject basis for English, Mathematics and Science, but follow a thematic curriculum to include all other subjects. Foundation Stage work on



the early years curriculum, which means that they cover a wide range of topics and include all areas of learning in those topics.

Reading is regarded as being of paramount importance at all stages of a pupil's development.

The curriculum is delivered through a range of approaches, for example group work, partner work, individual work as part of specific learning programmes and whole class teaching. Within this structure groups and learning partners are usually of mixed ability although matched ability sets are used in some areas for English and Mathematics.

Emphasis is put on discussion and co-operative approaches to meet the needs of the class/group and the activity.

Children are taught to co-operate and work with a partner each supporting the other. They are expected to take responsibility for their learning through self assessment. Peer assessment is also used as a useful teaching tool, which helps children to work together and respect each other.

In general there is no specialist teaching as such, all teachers teach all subjects to their classes. However, a Music and Sport's Teacher teaches these subjects. Rockit Music service offer a wide range of opportunities for pupil's to learn to play instruments. There are opportunities for sporting activities after school and at dinnertime with outside coaches.

**Additional classroom support** for children is available through both paid teaching assistants and volunteers (subject to DBS clearance). The support is given under the guidance of Class teachers and the Headteacher.

Volunteer helpers assist in the classroom, on outings and visits and in providing other help, such as developing contacts with the community, e.g. church, industry, commerce, local services and places of interest. Some secondary school pupils, FE students on work experience and student teachers on teaching practice are accepted into school as long as they reach certain standards of expected ability, dress and conduct.

In delivery of the curriculum commercially available schemes of work and internet resources are used where appropriate. Interactive whiteboards are used across the school to support teaching and learning across the curriculum.

### **Inclusion and Teaching and Learning**

At our school we teach all children, whatever their ability and individual needs. This is in line with the school's policy of providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with learning English as an additional language.

We make reasonable adjustments for those pupils with additional needs to ensure that they are all able to access the curriculum by the delivery of appropriate teaching activities and methods of recording.

All the purchasing of resources, alterations to teaching environments and the school premises will take into account all pupils including those with disabilities.

Pupils with special needs (including the able and talented) are provided whenever possible with extra help in the classroom from support teachers as well as non-teaching assistants and voluntary helpers.

The emphasis of our Teaching and Learning Policy is on first hand experience and we encourage children increasingly to take control of their own learning.



Investigative work is common.

Children are encouraged to communicate their findings in a variety of ways with a strong emphasis on ICT.

Opportunities are provided for children to become involved in decision making.

Children are encouraged to be increasingly self reliant and responsible.

Excellence is highlighted in display and through praise and the use of house points.

Each child is given an opportunity to have work of a high standard displayed at some time in the school year.

Sustained effort including drafting and reworking is encouraged to enhance standards. School events, such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance.

Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

Quality achievement is celebrated through a system of awards that also acts as an incentive to achieve more.

Area and full school assemblies each week are used to recognise children's success.

### **Strategies for Ensuring Progress and Continuity.**

Planning is a process in which all teachers are involved.

The foundation for curricular planning is the **Whole School Development Plan**, developed through a process of collaboration between staff, and approved by Governors.

**Curriculum plans** are drawn up by the staff team ensuring full coverage of the National and Local Curriculum.

**Schemes of work** for individual subjects are developed through collaboration with the whole staff and co-ordinated by subject leaders. These are monitored by the Senior Leadership Team and the Headteacher.

**Regular Inset and staff meetings** are used for training to discuss various aspects of the curriculum and ensure consistency of approach and standards.

All teachers as part of their conditions of service have a curriculum responsibility.

The Senior Management team have a variety of roles, one of which is that they, working closely with other members of the staff team take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in subjects throughout the school.

They also support colleagues in development of the work plans and implementation of schemes of work, assessment and record keeping activities, monitor progress in their subjects and advise the Headteacher on action needed.

They also share responsibility in decisions about the purchase and organisation of central resources for their areas and for curriculum delivery.

All members of teaching staff are given time to allow them to, for example monitor their subject, support colleagues in school, or attend relevant courses for curriculum or professional development.

Feedback to all pupils about their own progress is achieved through marking and discussion.

Effective Marking.

The school's approach to marking is summed up by the following quote:



"AFL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners ARE in their learning, where they need to GO and how best to GET THERE".

Assessment Reform Group 2002

Marking should

- Provide a measure of child's achievement.
- Inform future plans for the individual child's learning.
- Be diagnostic, informing what a child can or cannot do.
- Provides motivation for a child to encourage further learning and move the learning forward.
- Be a dialogue between child and teacher.

Afl (formative assessment) is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Afl is ongoing throughout the day.

**Suitable tasks for assessment include:**

- Small group discussions perhaps in the context of a practical task.
- Short test in which the teacher gives questions orally and pupils write answers.
- Specific assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Please see the Marking Policy in practice for further assessment techniques.

Cross phase continuity is ensured by:

- Headteacher Cluster meetings.
- Transfer meeting with secondary colleagues and teachers of Year 6 pupils
- Visits to secondary schools by Year 5/6 pupils.
- Transfer meetings within school to ensure smooth transitions between year groups and phases.
- Transfer of pupil records of progress and summative assessment results to receiving classes and schools (CTF).
- Transfer meetings for parents when children are moving to a new phase in the school.
- Cross Cluster and Cross Phase Moderation –at least termly
- 3 members of staff are experienced LA Moderators

**Strategies for Recording and Reporting.**

Records of progress are:

- Updated on SIMS each term by class teachers. These results are analysed by the LA and the Headteacher. Class teachers use this analysis to inform their planning and groupings.
- Examined by class teachers each term in order to monitor progress and at the start of each academic year as they prepare for a new class.
- Retained throughout the child's time at the school and passed on to secondary school/receiving school when pupils leave.



Reporting to parents is done informally whenever needed formally through Open Evening interviews in the autumn and spring term and annually through a written report in the summer term. Parents are given the opportunity to discuss their child's report with the class teacher.

Formal summative assessment is carried out at the end of each Key Stage of the National Curriculum through the use of Government Tests, Tasks and teacher assessment. On completion of this activity results of individual pupil's assessments are given to the parents/guardian. School uses Pira and Puma tests and the results support teacher assessments that are reported to parents. In early years the nursery profile and the early Years Foundation Stage Profile is completed. These results are recorded on SIMS.

The overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Strategies for the use of Resources.**

Classroom resources are the responsibility of classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available, from which pupils can select materials suitable to the task in hand.
- All children know where resources are kept and the rules about their access and use.
- All children know what they must not touch for reasons of safety and privacy.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Children and teachers act together to establish an attractive, welcoming and well organised environment, engendering respect, care and value for all resources.
- Each classroom has an enable trolley- full of resources to help with English and Maths. The children are encouraged to develop their independent skills through making their own choices of what resource to use.

Central resources are generally the responsibility of area and subject co-ordinators, each who have an appropriate budget. Stationery is ordered and through the school office, is distributed to each area. A certain amount of the stationery resources are retained centrally and distributed as appropriate.

Time is a resource that we value. To maximise its use:

- In the early years children's time is tightly organised by the teachers.
- As children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time.
- Time wasting is reduced by ensuring that tasks are made specific and clearly defined.
- All children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

Information Communication is a major resource which is used across the whole curriculum (see Computing Policy and individual subject policies for details).

The main school Library is a valued resource as is the internet for monitored research.

Each area of the school has its own library and access to ipads, Chrome books, lap tops and computers for instant access to research materials. The class libraries also include a wide range of fiction books that the children have free access to.

Health and Safety issues are the responsibility of all who work in the school.



In school we have nominated Health and Safety committee and all concerns should be reported to them. All relevant Health and Safety regulations are followed.

***This Policy document should be viewed with other school documents – Examples:***

***Prospectus/School Guide e.g. General aims.***

***Curricular Working Schemes.***

***Health and Safety Policy.***

***Marking policy in practice.***

***School Assessment.***

***Equal Opportunities.***