

Teaching and Learning Policy

(Including policy procedures on Special educational Needs; Gifted and Talented Children and Homework)

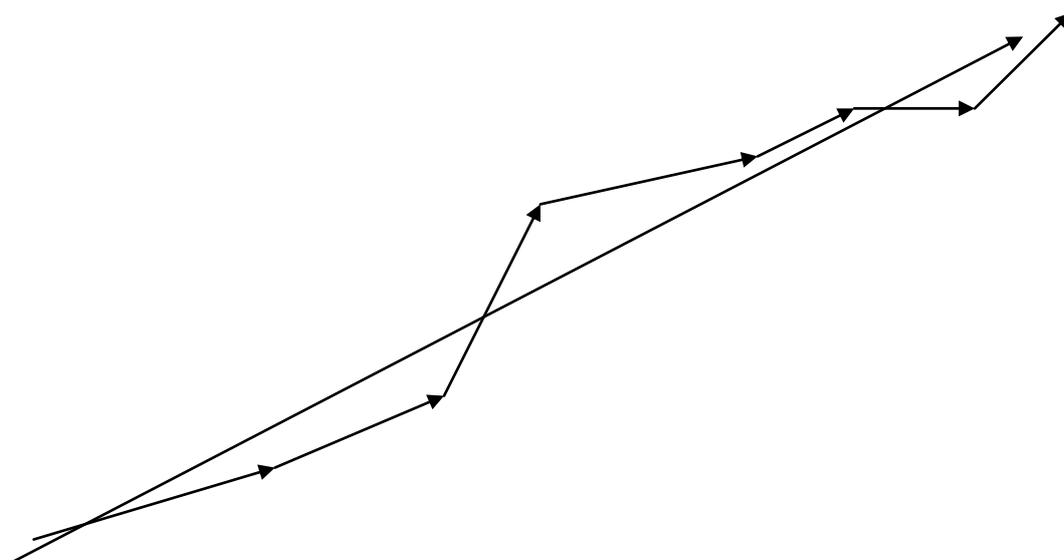
Review Date: October 2012

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." Mathew 7:12

Overview

The Curriculum and how it is delivered is our core purpose as a school – the very reason why we are here. It is the summary of all experiences children have at this school and includes both learning subjects in class, but also, critically, all other school experiences as well. This element might be called the 'hidden curriculum'. If this element isn't right then more conventional learning cannot take place. A child must feel secure, safe and confident to feel able to try the myriad of new things that learning involves. Thus when we talk of the 'curriculum' we are also talking about play, Worship, extra curricular activities and conduct in and out of classrooms. It is our goal that a child at this school experiences something within the broadest range of what we can offer. That should enable them to see the purpose of learning in *all* areas and that the challenge to achieve one's best is worthwhile.

It is vital to remember that **every child is unique** and learns in different ways and at different speeds; the diagram below indicates this: a child's overall progress is indicated by the straight line, how they actually learn is indicated by the various arrows that dip and rise above the straight line. We investigate further and, if necessary, intervene with their learning when a child goes above or below the main line for more than one 'old' term



Aims of the Curriculum

Fundamentally children must emerge from their Primary Education being as Numerate and Literate as they can be. However this cannot occur unless they are picking up these key skills and experiences: a love of learning for its own sake all through life; emotional resilience; reflection; understanding of the importance of health and fitness; politeness; good behaviour; collaboration; helping others and celebrating their own and others' achievement; independence; enterprise and, as they get older, Leadership.

The whole Curriculum and its structure

(Please note, as of November 2011 this is an area that is subject to SUBSTANTIAL change as the Government reviews the curriculum and the school conducts reviews of each subject over 2011-12 which will lead to a curriculum review)

Foundation Stage (Reception)

At Keevil we follow the Early Years Foundation Stage Curriculum. This consists of the following areas: Personal Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Creative Development and Physical Development. We believe strongly in the development of the child through play and observation.

Key Stage One (Years 1 and 2) and Key Stage Two (Years 3 to 6)

The Curriculum is divided into the following areas: RE, Artistic Development (Art, Design and Technology and Music); Wellbeing and Resilience (PSHE, Science and PE); Core: (Maths and English) and Humanities (History and Geography); ICT and, finally, Modern Foreign Languages in Key Stage Two (NB: over the coming two years we hope to roll this out throughout the school). Subjects are planned at a termly level and at a weekly level on a two year cycle which reflects the mixed age classes the school has. Where appropriate subjects are taught 'discreetly' and sometimes combined in a topic where two subject areas naturally intertwine and would enhance the children's understanding of those subject areas.

Maths and English

Maths and English are taught, mostly, each morning, and the renewed national frameworks are used as a basis for planning and teaching. We continually assess children to ensure they are receiving the right level of support and challenge; this may mean children working in different classes or groups for certain subjects.

Enhancing the Curriculum

It is our job to bring learning to life, we do this in a number of ways, such as: residential trips; themed days or weeks; educational day trips; visiting experts, such as artists, actors and sportsmen and woman; charity days, concerts and performances. After school activities are central to what this school is about and cover a wide range of activities that should enable each child to find something that 'sparks' their interest in learning for its own sake.

Intervention for those with additional need

We take this extremely seriously at Keevil and commit a member of the Teaching staff to one and a half days non contact time as a result.

Intervention Coordinator and support for those who need help with their learning

This role subsumes that of 'Special Educational Needs Coordinator' and 'Coordinator for Gifted and Talented' children. Children in Reception undergo a working memory assessment. As concerns are raised through Pupil Progress Meetings (see below) other children may be assessed and consequent intervention may be undertaken. The IC works with small groups and individuals to develop their learning. Our medium term goal is to ensure that all children leaving Key Stage One, who have had an additional need, are beginning to develop strategies to overcome their barriers to learning. The Intervention Coordinator undertakes all liaison with external bodies and individuals when further support is needed. A constant dialogue with relevant parents is sustained.

Intervention Coordinator and Headteacher's work with those who show a particular aptitude in one or more subjects. (Please note this is an area of development over the 2011-12 academic year)

This is an area that is, mostly, covered through differentiation in lessons. As mentioned above it may be appropriate for a child to learn in a different group or class for specific subjects.

During Key Stage Two it will be apparent if a child has a particular aptitude. We are seeking to develop a group that will be focused on Numeracy and Literacy alongside developing skills in communication and confidence, more generally. For other areas of the curriculum, such as PE we will be developing 'routes' to direct children to ensure that their skill is enhanced even further.

Teaching Assistants.

At many levels Teaching Assistants are pivotal to the life of the school and ability of children to have confidence in their learning. Though they work within a class or a Key Stage and operate on a day to day level under the guidance of the Class Teacher, they are also under the direction of the Intervention Coordinator. This ensures the right balance between necessary 'boots on the ground' support and ensuring that the role is reserved for enhancing the learning of individual children. Performance Management of Teaching Assistants, (as with all other staff, including the Head), is done at the start of the year and is in conjunction with the aims of the Class Teacher and Intervention Coordinator.

Inclusion

This is at the heart of what this school is about and its Christian ethos. This school takes it as read that every child is here to achieve their maximum potential: we will discover what that is and motivate a child to achieve it, always. That process is celebrated and children and staff share in this being central to the school's life

Teaching and Learning in the classroom. Assessment. Assessment for learning

Within the framework of school and government policy and our professional development as a staff, Teachers bring their own highly educated expertise to teaching; this enhances what we offer as a school.

Target Setting

Teachers at the start of each year discuss and set progress targets for all children in the cohort they teach. These are reviewed three times a year during pupil progress meetings with the Head. Children's Maths and English targets are shared and discussed with them and are readily available to them, in KS1, on their tables, in KS2 on the front of their English and Maths books. They are used as the basis for verbal feedback to the child highlighting what they have achieved in a piece of work and what they should aim for in their next task. The steps to achieve this are in the front of their Maths and English books. They are measured against these targets throughout the year and a tick and date is placed next to the achieved target when appropriate. When a child progresses by a sub-level this is celebrated and rewarded in a Sharing Worship (under development Nov' '11). Each lesson will also have success criteria against which children's understanding can be measured. It might be that this will be carried over more than one lesson depending on how well the understanding of the children has gone.

Assessment

Assessment is the absolute key to developing a child. It is what informs a Teacher how to move a child on, when to reinforce learning, when to go over something again or when to extend a child with deeper learning. Assessment is the key; slavishly following a 'Scheme of Work', though they have their place, is not good for learning, Teaching to a child's need is.

Formative assessment is often the most powerful and is embedded in 'Assessment for Learning' (see below). This is the ongoing assessment that occurs throughout an individual lesson. This is the constant questioning, stopping and starting of a lesson that reflects how well, a Teacher feels, children understand what the aim of the lesson is. More broadly it also involves children in their own assessment.

Summative assessment is carried out three times a year and involves the end of year tests, which at Year 6, Year 2 and Year 1 are national tests.

Classroom Monitor is a bespoke tracking system introduced to the school in February 2011. Teachers review this on an ongoing basis; it feeds in to the Pupil Progress Meetings and allows us to identify those children that might need more support or extending.

Marking is ideally done within the lesson, with the child. A piece of work will have a 'T' within a circle which represents a 'target' for a child to reflect on when they commence their next piece of work.

Verbal feedback occurs all the time, and, in Reception and Key Stage One may take the place of a written comment. In Key Stage Two, marking with the child allows the feedback to be both written and verbalized.

Assessment for learning in crude terms is the maximum participation of children in their own learning and assessment. This leads to a level of self awareness and self improvement that lasts for life. In classrooms at Keevil we are developing children having 'Learning Partners' and marking each other's work on the basis of 'Three Stars and a Wish' as appropriate; three elements of the work that was very good and one element to improve on. Highlighter pens may be used to assist with this. We are developing sessions, done later in the week, when, with their learning partners, and in discussion with their Teachers' and TA's, they will reflect on how well they are achieving their success criteria and the targets in the front of their books.

Pupil Progress Meetings happen three times a year in, broadly, September, January and May. They are purely focused on **progress within the year** and monitor the average points scored by children as they go through the year. Subsequent to these meetings, which occur in the morning, all Teachers meet the intervention Coordinator to discuss any children who aren't making expected progress. If a child is falling behind or getting further ahead than expected a parent is contacted and informed of what is being done to cater for this. At present (2011-12) expected progress is 2 sub levels over a year (4 Average Point scores); next year through the school's new tracking system we will be targeting children more closely who are capable of 6APS progress

Homework

Regular homework in Key Stage Two should consolidate classroom based learning. It should also be viewed as good preparation for the greater regularity and volume which follows at Key Stage Three. Homework will always be appropriate and, where necessary, differentiated for the child. Upon completion, homework will always be discussed, reflected on and evaluated with the class and praise will be given in recognition of a child's achievement. Children currently undertake at least two Home Learning projects per year which aim to broaden their understanding of a curriculum area. In Key Stage One children will be sharing, reading and discussing books each week. As parents want to and can there will be key words and number bonds to practice. Year two will also see an increase in Maths homework around the use of a 100 square.

Please note: the House system being set up in 2012 will incorporate rewards for homework.

Role of the Governing Body

The Governing Body oversees the implementation of this policy through meetings six times a year when the Headteacher presents a report. In the Autumn term of each academic year a meeting is purely focused on the following:

- Progress over the previous year
- Analysis of Raise online (The annual Government analysis of a School set against other, similar, schools and the school's socio-economic background)
- Attainment in Year 6 and Year 2

Related documents:

1. Code of conduct
2. Behaviour (including Bullying)
3. Child protection
4. Equality Policy