



Little Plumstead CE Primary School

Teaching & Learning Policy

This document is a statement of the aims, principles and strategies for teaching and learning at Little Plumstead Church of England Primary School. It lays the foundations for the whole curriculum, both formal and informal, and all other policy statements should be read in the context of this statement.

Our Aims and Values:

- At Little Plumstead Church of England Primary School our Christian foundation and ethos provides a stimulating, inclusive learning environment which enriches our children's lives academically, spiritually, morally, socially and culturally.
- The love for learning thrives within everyone as we strive for excellence in outcomes for every individual child.
- Together, our pupils feel safe and secure to work towards their potential as life-long independent learners who will be a valued part of any community.
- Our pupils will have the courage to try new things, challenge themselves and have the resilience to persevere
- They will grow to be socially adept in their everyday lives, demonstrate respect for one-another and feel that their dreams and goals could be achieved.

What is teaching and learning?

Teaching and learning are the central purposes of the school. They are how we offer a curriculum that is broad and balanced and which meets the requirements of the National Curriculum, Religious Education and collective worship.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.
- Promoting high quality teaching and learning across the school;
- Raising standards by ensuring consistency and continuity of teaching and learning;
- Ensuring all children are included, motivated and engaged by their learning;
- Promoting high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promoting the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To attend and contribute to Consultation Meetings;
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;

- Having an understanding of and challenging the school's systems for planning work, supporting staff and monitoring progress;
- Having an understanding of and challenging the allocation, use and appropriateness of resources;
- Challenge standards of achievement over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Feedback to the governing body through monitoring;
- Review the School's Learning and Teaching Policy annually.

Teaching Strategies and Non-Negotiables

Teachers regularly revise the non-negotiables for learning on a regular basis as a team. The latest revision was agreed Autumn 2, 2016.

Please see the latest revision for our up to date agreed non-negotiables.

Non-Negotiables for Learning

- Teaching overall is consistently good or better
- There is a focus on diminishing the learning gaps for all pupils.
- Assessment is used for effective learning.
- Pupils are taught and encouraged to use PATHS and growth mindset behaviours for learning.
- Adults model good and positive classroom communication.
- Lessons are well planned and resourced and build on prior learning.
- Lessons are pitched through differentiation of challenges and scaffolding so children can achieve age related expectations and work at greater depth.
- Learning objective will be the same for all, the outcome may be different but children should always have an appropriate level of challenge.
- Steps to success should be made clear in every lesson and children should use these to review their learning and progress.
- A range of teaching methods – instructions, demonstration, modelling, discussion and questioning alongside enquiry should be used.
- A range of learning styles should be considered and catered for.
- Key vocabulary should be displayed when appropriate and used accurately.
- Planning, learning objectives and expectations of groups and individuals should be shared with the extra adults in the classroom without reservation.

Non-negotiables for the Learning Environment

- The learning environment is motivational and inspirational.
- Learning environments are tidy, organised and well-resourced
- Number lines and or hundred square
- Vocabulary for maths, literacy and science displayed and used (e.g. word wall)
- VCOP pyramids in KS2 / Phonics support in KS1
- Marking Code – wall and in class information folder
- Expectations of presentation displayed
- What to do when stuck—'3 B4 Me'

- PATHS rules and person of the day to be displayed
- Class library
- Phonics support evident
- Resources and trays labelled
- Corridor displays – finished articles
- Classroom displays – work in progress / working walls
- Displays are labelled with year group / relevance to curriculum
- Hall – PE displays and photographs
- Class teachers should consider the website an extension of their classroom environment, ensuring information is well presented and up to date. Classroom notice boards outside should be up to date.

Non-Negotiables for Planning

- Objective led
- Clear learning outcomes
- **Plan important, relevant, purposeful and pleasurable learning experiences for children— this should be the basis of all teaching and learning.**
- Steps to success / Success Criteria (teacher / class generated)
- Guided learning / Group work / Models / Images
- Vocabulary
- Range of learning styles
- Previous learning is reviewed
- Differentiated
- Use of additional adults
- SEN & G&T addressed and children with specific learning needs (e.g. did not get it last time) noted.
- Lessons modelled and scaffolded
- Role of the teaching assistant during the whole of the lesson is specified.
- Shared with TA
- Use of assessments and evaluations to plan
- Range of equipment available.
- Opportunities for feedback planned for

Non-Negotiables for working with Supporting Adults

Working with Teaching Assistants

- Planning to be shared and readily available, given to TA
- Ensure supporting adults know and understand the objectives of the lesson and how they relate to the children they are working with.
- Ensure there is a way of feeding back; teaching assistant to feedback on learning related to the learning objective, on the plan or on a post it.
- Role of the teaching assistant during the whole of the lesson is planned for and noted on the plan.
- Teaching assistants to know and use marking code.
- TA to have a copy of the intervention register.

Intervention

- Follow up work in the classroom following high quality communication from Teaching Assistant.
- Teaching Assistants to feedback to class teachers and children– what the children are doing and their progress.
- Teaching Assistants will mark and set targets as guided by the class teacher.

Non-negotiables for Effective marking and Feedback

- All children are set relevant, accurate targets on a regular basis.
- Self-assessment is a regular activity; children know what they are good at and what they need to improve.
- Children revisit and respond to previous learning through written, post-task questions.
- Children respond to personalised comments from teachers.
- Strategies exist to acknowledge/celebrate achievement of targets
- Children are involved in setting targets for improvement.
- There is a good level of response to personalised comments from teachers
- There is some subsequent response from the teacher
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge.
- Children actively demonstrate understanding of targets set.

Non-Negotiables for Routines

- Registration activities e.g., maths talk, are used to support learning, to close the gap and to promote thinking skills.
- All adults consistently apply the behaviour policy.
- Children know what to do if they get stuck with their learning. Guidance displayed and followed in every class.

Breaktimes

- Children play on the playground – not on the pathway, nor on the spongy surface near the pods.
- Children must have permission from an adult to be inside.
- Indoors Pass /Permission from adult needed for children to be inside at playtimes (E.g. poorly or monitor jobs in the classroom)
- Time out zone for children standing against the wall in line with the behaviour policy.
- Children should be encouraged to keep their cloakrooms tidy.

Non-Negotiables for Working in our Church of England School—Our Christian Distinctiveness

- In our church school we can be distinctively Christian and deliver a high quality education through the beliefs and practices of Christianity.

- The fabric of our building confirms that this is a Christian school.
- There are distinctive Christian elements of worship in our school assemblies daily act of worship, to which all staff are invited to and supported in attending. Prayer is a central part of this worship and is reflective upon the teachings of Christ.
- Christianity is central to the RE curriculum and it occupies at least 5% of curriculum time.
- Staff plan opportunities for developing spirituality across the curriculum.
- The school's positive behaviour policy reflects the Christian values of acceptance, reconciliation, justice and peace.
- These values can be seen in the actions of all throughout the school, adult to adult, adult to child and child to child.

The staff review the non-negotiables on an annual basis and also update through INSET where necessary.

Leadership Structure

Subject leaders take the lead in policy development. They monitor planning and implementation to ensure progression and continuity. They also support colleagues in their teaching and learning of the subject and carry out monitoring as part of the School Improvement and Development Plan. Subject leaders take responsibility for the purchase and organisation of central resources for their subjects. They are expected to keep up-to-date through reading and attending relevant courses.

Children with Additional Needs

Pupils with special educational needs receive support within the classroom through differentiated tasks, Teaching Assistants, small groups and individual programmes. All children with special needs have full access to the curriculum. Advice and support are provided by the SENCo and external agencies when appropriate. More detail about how children with special needs access the curriculum is available in the Policy for Special Educational Needs. The needs of higher prior attaining pupils are met through the use of appropriate deeper learning activities. [See SEND policy].

Assessment and Reporting

The following statements should be read in conjunction with the more detailed assessment policy and marking policy.

Assessment can be summative or formative. Whilst **summative assessment** gives information about the child's attainment at any one time, **formative assessment** is used to guide the progress of individual pupils. It involves identifying each child's progress, determining what has been learned and what should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Feedback to children about their own progress is achieved through **discussion and marking of work**. Effective marking aims to help children learn and comments are as positive and constructive as possible. Marking often takes place:

- discretely while a task is being carried out,
- with a specific purpose in mind,

- linked to the lesson objectives.

Formal summative assessment is carried out half-termly in Spelling, Punctuation and Grammar; Reading and Maths. Writing is teacher assessed through the half term. Parents are kept informed through regular Parent Consultations. The overall statistical profile is made available to parents, Governors and the community.

Pupil Progress Meetings occur every term during which each individual pupils' progress and needs are discussed and actions put in place where necessary.

Parent consultations take place in September/ October, to pick up any concerns which parents or teachers may have about individual children; in the Spring, to discuss progress achieved so far and possibly to set targets for future action; and in July, to update issues raised at the Spring meeting. There are three drop in sessions where parents can see their children's progress towards their targets.

Pupil Asset is used to record results on the system.

Cross Phase Continuity and Liaison

There are **visits** by Year 6 children to the High School during their final year at this school as well as events organised by the Y7 Transition Leader at Thorpe High School. High School teachers also visit our school to meet with and teach the Year 6 children.

There is a full **transfer of information**, including formal assessment results, from our school to the appropriate High Schools and Year 6 teachers meet with the Year 7 Year Tutor to discuss individual children.

Liaison between our school and Secondary schools enable the process of transition to be appropriate for each individual pupil.

The school also ensures smooth transitions of children who join and leave our school mid-year, sharing appropriate information with the appropriate agencies, staff and head teachers involved.

Use of Resources

Classroom resources are the responsibility of the 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
- 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 or privacy
- children are encouraged to act independently and responsibly in choosing, collecting and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming and well organised environment, which engenders respect, care and value for all resources.

Central resources are the responsibility of the subject leaders. They organise the ordering of consumables and discuss non-consumable needs with the Headteacher.

Stationery is ordered by the school office manager - paper is stored centrally in the stock room and other stationery is available on request.

Time is a resource we value. To use it economically:

- children are encouraged to take greater control of their own learning, including their use of time, as they progress through the school
- transitions aim to be smooth and efficient
- 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.

Computing and IT is a major resource which is used across the whole curriculum. The specific policy for Computing details its current use and plans for development.

The Library is a valued resource of which children and teachers are encouraged to make good use.

Drawn up/reviewed up: Deputy Head/Headteacher

Date: Spring 2019

Approved by governors: Spring 2019

Next review date: Spring 2021