CORSHAM PRIMARY SCHOOL

Teaching & Learning Policy

under review

Next Review Date: January 2022

Corsham Primary School

Teaching and Learning Policy

Teaching and Learning is the foundation of the whole school.

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• Success Criteria

Section 1

Aims:

It is our vision to provide a first class, innovative education for all. We aim to nurture, inspire, develop resilience and empower potential in every child, giving them a thirst for learning making it possible for them to lead healthy productive lives as life-long learners. We want our pupils to leave a positive mark on their world.

Our ethical purpose is driven by the belief that every child matters, every child deserves the best and every child has the right to achieve. We want all our pupils to achieve their dreams and ambitions.

We undertake to:

- Raise levels of achievement for all pupils, enabling them to achieve their personal best
- Ensure equal opportunities in relation to gender, race, class, mental and physical ability, special needs and belief
- Ensure that pupils learning is personalised to match every individual need
- Encourage our pupils to become independent, confident and disciplined learners, who can think creatively and are able to make informed choices
- Develop a thirst for learning
- Develop an understanding of risk when making choices
- Foster self-esteem and personal responsibility linked to respect for the needs and feelings of others
- Foster considerate and positive relationships between all members of the school community whilst providing a safe and happy work place
- Promote a thoughtful attitude towards the immediate and wider environment upholding values within the school community
- Value and respect all cultures: to encourage pupils to become responsible global citizens
- Prepare pupils for their future beyond school

Section 2

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily learning, the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective learning environment at all times, in which each child can achieve his or her maximum potential
- Providing a stimulating and purposeful learning environment where children are able to access resources independently and learn from the displays around them • Plan and deliver meaningful, purposeful lessons and activities, conveyed from the National Curriculum programmes of study and the Early Years Foundation Stage Curriculum
- Providing a welcoming environment, in which courtesy, kindness and mutual respect are fostered, and through valuing and celebrating pupils' success and achievements.
- Providing positive role models.
- Providing a range of teaching styles that suit a range of learning preferences and linking learning to the bigger picture.
- Using creativity to engage and enthuse pupils
- Using cross curricular links wherever possible
- Providing a fair and disciplined environment, in line with the school's Behaviour and Special Educational Needs (SEN) Policy.
- Maintaining purposeful and informative planning, that ensures that **all** children are involved in the life of the school, record-keeping and assessment documents, in line with the school's Record-keeping and Assessment Policies.
- Effective management of their professional time.
- Developing links with the wider community.
- Reviewing personal and professional development by providing appropriate Continual Professional Development (CPD), training and advice from colleagues in order to ensure a high level of professional expertise.
- Welcoming, mentoring and coaching of teaching and non-teaching students.

Section 3

Management of the School Day:

I.   The School Day

The school day starts at 8.50am and finishes at 3.10pm

Morning Break (Pound Pill)	*KS1: 10.30 – 10.45am*
	KS2: 11.15 – 11.30am
Morning Break (Broadwood)	*10.30 - 10.45am*
Lunch Break	*12.30 – 1.30pm*

Total teaching and learning hours per week
(Direct teaching hours and indirect teaching time)   **28 hours 20 mins**

II.   Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Learning will be planned using the Long Term Curriculum Framework. Teachers will follow the agreed Schemes of Work with reference to whole school planning to ensure that programmes of study are effectively covered.

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

We are committed to raising standards of *Basic Skills* at Corsham Primary School. By *Basic Skills*, we mean the ability to read, write and speak in English, and to use Mathematics and Computing at a level necessary to function and progress in the workplace, and in society in general.

Teachers will encourage pupils to learn within given time scales, and will facilitate the effective use of time through:
•   The provision of appropriate activities and resources.
•   Planning challenging activities, which can be carried out by individuals or groups of pupils.

Time Allocation per Week:

Additional time has been allocated to the teaching of English, Maths and Science across the school. Time is used to support the Personal Social Health Emotional Economic (PHSEE) and pupil target setting programmes. The weekly timetable is organised to enable all the children to access the core, foundation subjects and PSHEE subjects such as Circle Time.

The allocation of time for the Computing curriculum will be incorporated into the planning for other areas of the curriculum, alongside planning of discrete Computing lessons and Basic Skills lessons.

Classroom Management and Organisation:

I.   Management
The learning environment will be managed to cater for different learning styles and needs considering a range of levels and abilities:
•   Whole class teaching
•   Group work to enable booster classes and focus groups will be organised according to the appropriate criteria (i.e. Ability, mixed ability, single sex, intervention and interest etc.)
•   One to one teaching
•   Conferencing
•   Collaborative learning with talk partners or groups

• Independent learning

All areas of the learning environment will be utilised, including, provision for outdoor learning, which ensures opportunities for a range of varied and stimulating learning experiences for all areas of the curriculum, which will develop appropriate skills, concepts and knowledge.

Depending on budget restrictions, Teaching Assistants and external agencies will be employed to support children with Special Educational Needs and disabilities, as outlined on their Individual Education Plans. Inclusion is at the forefront of planning for these children, which may indicate working 1:1 outside the classroom for short periods.

II.   Behaviour Management
As outlined in the whole school Behaviour Policy every class will display Ivern's Golden Rules.

III.   Organisation
The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture. (Please refer to the Classroom Environment Checklist for more detailed guidance.)

The classrooms will be organised as follows:

• The resources in each area will be grouped according to curriculum subject and clearly labelled.

• To enable whole class interactive teaching from years two to six, pupils' tables and chairs are organised in a horseshoe arrangement. This offers good lines of sight and communication (both verbal and non- verbal) for all pupils. In Year one the tables are organised in groups but in a horseshoe around the carpet area. In the summer term year one tables are then moved into the horseshoe shape.

• Writing resources will be available for use at all times, and will be easily accessible.

• Class Libraries will be comfortable, organised and attractive with a wide range of reading materials.

• Labels and posters should wherever possible reflect the language diversity in the school community and the UK.

• In the Foundation Stage and Key Stage 1 areas for imaginative play will change termly linked with topic themes, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.

• Pupils will be involved in the maintenance and care of all equipment and resources.

• Classroom displays will contain learning from children of all abilities.

• Pupils will be encouraged to drink water and allowed access to water bottles.

We are aiming to provide a *vibrant*, interactive and supportive learning environment.

Planning, Preparation and Assessment (PPA):

Teachers will have 10% non-contact time in line with government guidelines and the PPA Policy written by Corsham Primary School. They will utilise this in a way which benefits the children and ensures Planning, Preparation and Assessment are being completed as set out by policies written by Corsham Primary School.

Long Term Planning:
Planning will take place termly in year group teams, with reference to the National Curriculum 2014, Early Years Foundation Stage Curriculum and the Whole School Curriculum Framework.

Teachers and support staff will meet weekly in year group teams to plan. The Weekly Planning sheets will be monitored by the Leadership Team and Curriculum Coordinators throughout the year.

Differentiation:
Teachers will differentiate the curriculum by:
• Task
or
• Outcome
or
• Teacher/adult support/peer support

Differentiated tasks will be detailed in weekly planning. Learning objectives and success criteria will be specified for all differentiated teaching. Detailed reference will be made in weekly plans to Individual Education Plans and Pupil Intervention Plans.

Record-keeping and assessment:
Record-keeping and assessment procedures are defined in the 'Assessment at

Corsham Primary School' documents.
The pupil target sheets and online assessment system enables teachers to clarify their on going pupil assessment in order to establish the level of attainment, which will be recorded on a daily/regular basis. Small Steps Assessment levels are recorded on the School Information Management System (SIMS) three times a year, it provides analysis of the progress and attainment of each child, in each class, across the school. On going assessment in lessons informs daily planning for teaching and learning.

Screening:
1. All Foundation Stage pupils will be screened using the agreed Durham University PIPs (Performance Indicators in Primary School) Baseline Assessment within six weeks of starting school and at the end of the Foundation Stage.
2. Year One and Four pupils complete a NFER (National Foundation for Educational Research) reading test.
3. Year Two pupils will be screened for Mathematics and English using the optional Key Stage 1 Assessment systems.

4. Year four pupils will be screened using NFER CATs (Cognitive Ability Tests) tests.
5. Year Six children will be screened for Mathematics, English and Spelling Punctuation and Grammar (SPAG) using the Key Stage 2 Statutory Assessment Tests (SATs).

All results from these assessments will be analysed and used to inform future planning and individual or group targets.

Monitoring and evaluation:

- The Leadership Team monitor and moderate pupils' learning in each of the core curriculum subjects on a termly basis.
- A termly review of this monitoring is held with all members of the teaching staff, and individual or group targets are agreed.
- Curriculum Co-ordinators will regularly monitor children's books and colleagues planning and assessments.
- The Senior Leadership Team will aim to observe each class teacher on a regular basis.
- The Curriculum Co-ordinators will monitor class teachers on a two yearly rota.

Teaching Strategies:

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

Establishing links

- The development of close links between the Foundation Stage and the local play groups/nurseries
- Parental interviews during the first four weeks of starting school to initiate contact and build a relationship between parent, child and teacher in the Foundation Stage class

Continuity of the curriculum

- Provision of an integrated curriculum both inside and outside the Foundation Stage classroom
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between the Foundation Stage and Key Stage 1

Planning

- Provide all children with opportunities for success by providing differentiated activities to suit learning ability and planning for Visual Auditory and Kinaesthetic (VAK) activities.

- Making judgements and responding to individual need through intervention as appropriate to encourage development
- Identifying those children on the planning who need support to achieve the learning objective and delivering such support through a focussed teaching group
- Making adaptations and adjustments to planning as a result of daily evaluation and assessment of children's progress and self evaluation
- Providing opportunities during Respond to Marking (RTM) for repetition, reinforcement, reflection by pupils, encouragement, positive reinforcement and praise
- Use a range of communication strategies – verbal and non verbal
- Planning for Building Learning Power (BLP)– the four attitudes of learning: resourcefulness, reflectiveness, resilience and relationships
- Teacher observation
- Previewing and reviewing previous lessons

Teaching methods and activities

- Didactic teaching
- Interactive teaching
- Conferencing
- Discussion and questioning (open and closed as appropriate)
- Thinking and problem solving and Philosophy
- Mind mapping
- Listening
- Demonstrating high expectations for learning and behaviour

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Coordinators. Staff may contact Curriculum Co-ordinators with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of the wider community, and that all pupils have equality of access to all resources.

Every class will have a recycling and compost bin to encourage the children to take care of the school and the environment.

What does effective teaching and learning look like?

The environment should:

- Set a standard of quality which provides pupils with high expectations and positive attitudes
- Foster co-operative and collaborative learning and good working relationships
- Provide equal opportunities for pupils to develop their ideas through independent enquiry including extension/consolidation activities e.g. displays and labels
- Be calm, safe and hazard free
- Be governed by an agreed set of rules for all activities e.g. Golden Rules displayed

The accommodation should:

- Provide a personal space for each child e.g. tray/peg etc.
- Have the flexibility to adapt to whole class, group and individual learning

Learning resources should:

- Be self-servicing – to enable the pupils to take increasing responsibility for the organisation and care of learning resources
- Use the available space to best advantage
- Be sufficient for effective learning, and be stored and accessible to all pupils
- Be cared for by the pupils themselves
- Be organised to enable pupils to use computers effectively as an aid to learning
- Allow for the interactive whiteboard to enhance the lesson delivery and learning when required

Displays should:

- Have clear learning goals visible for the class/individual Have 'how to learn' prompts and aids in evidence (BLP)
- Be interactive, stimulating and varied and be changed frequently with appropriate labels
- Show every child's work throughout the year to celebrate achievement

Pupils' learning should:

- Be involved with positive interaction with the teacher and others in the school community
- Learn positive social and life skills
- include planned and sequential opportunities to work individually, in pairs and as a member of a co-operative group

- Include self reflection time
- Enable pupils' to play an increasing role in planning and organising their own learning • Enable pupils' to have first hand experience and engage in investigative learning
- Enable pupils' to communicate their findings in a variety of ways and produce learning for a variety of audiences
- Offer practice and application of knowledge/skills/concepts gained
- Involve the selection of appropriate materials and tools
- Involve the sequential acquisition of basic study skills - thinking and research responsibility
- Involve time limits and support in learning under pressure of time
- Use computing as an aid to learning
- Be planned according to the outcomes of assessment
- Engage in activities that enable them to build their own learning power (BLP)
- Enable them to problem solve using their thinking skills to further their understanding and knowledge

The Teacher should:

- Value and have high expectations of every pupil, irrespective of intellectual ability, race, gender, age, physical ability or achievement
- Maintain good discipline through mutual respect
- Have good curriculum knowledge and be clear on the skills, concepts and attitudes which are the goals of the learning process
- Systematically engage in focused teaching
- Be able to assess children's learning within a lesson and devise assessment strategies related to agreed school policies, maintaining effective records of their plans and outcomes
- Have clear lesson objectives, success criteria and a reason why the learning is taking place which are passed on to the pupils
- Encourage a safe learning environment where children feel they can have a go (Go4it)
- Value and promote partnership between home and school; and form consistent positive professional relationships as part of a team
- Involve children in the process of their learning through target setting, pupil feedback, respond to marking time etc.
- Develop and deliver well paced lessons which engage and challenge pupils learning
- Engage in well-timed interventions and deploy effective higher-order questioning techniques
- Be flexible by using different teaching styles based on the task and the needs of the children
- Identify the teaching style used in planning the VAK model (visual, auditory, kinaesthetic)

- Evaluate the children's learning daily to identify any adjustments that need to be made to the next lesson and write this on plans
- Plan for focus groups in lessons which support children who need support to achieve the learning objective
- Discuss the success criteria with the children so they can achieve the learning outcome and identify where they need to develop
- Encourage the children to think about what enables them to be effective learners (BLP).
- Engage pupils in brain gym or calm kids exercises before the start of every teaching session
- Provide the children with a school water bottles in the classroom to drink during the course of the day
- Be aware of the models of learning he/she presents to pupils
- Design challenging and differentiated by outcome learning tasks using stimulating resources, both for individual activities and collaborative group work
- Distribute time equally between pupils
- Encourage children to problem solve pushing their thinking skills further ⎕ Reflect and act upon the results of the pupil school's Children's Feedback on Learning questionnaire
- Give children time to think and reflect
- To ensure that's as teachers we continue to self- reflect and develop our own teaching practice through continued research

Section 4

Learning Processes:
Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills and knowledge through a variety of processes. These include:
- Investigation
- Experimentation
- Listening
- Observation
- Thinking and reflection time
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving

- Making choices and decision-making
- Thinking
- Questioning

At Corsham Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles:
Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:
- Individual learning
- Talk partners
- Collaborative learning in small groups
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- Visual, auditory and kinaesthetic experiences (VAK)

Building Learning Power (BLP)
It is important that we promote a positive learning culture and self-belief in the classroom. Pupils need support with developing an appetite and capacity for learning. At Corsham Primary, we use Building Learning Power to help us achieve this.

Guy Claxton in his book *Building Learning Power* highlights the need for schools to develop the mind to learn. He suggests that the mind comprises of four Rs of learning power:

Resilience   being ready, willing, and able to lock onto learning;   *Resourcefulness*   being ready, willing and able to learn in different ways;
Reflectiveness   being ready and willing and able to become more strategic about learning
Relationships   being ready/willing and able to learn alone and with others

He states that good learners "balance their relationships with other people, being willing to be interdependent without becoming either too dependent on others for support or feedback or too aloof and unwilling to take criticism or to work as part of a team."

We will therefore aim to achieve the "learning palette":

- **Explaining** and telling the children directly and explicitly about learning power – their minds!

- **Commenting** and sending messages to the children about learning power, "their mind muscle", through formal and informal talk and formal and informal evaluation.

- **Orchestrating** activities and arranging the learning environment

- **Modelling** what it is to be an effective learner

We have embraced these principles and aim to build learning power for all our pupils.

Section 5

Governors' Role:

It is the Governors' role to monitor and review the policy and its practice through:
- Regular visits to oversee the delivery of their scheduled subject (link Governor reports)
- Receiving reports from the Headteachers and/or the Teacher Governor
- Attending teacher training
- Receiving reports from the Headteachers on relevant issues, in particular Health and Safety, and to follow up any previous issues.
- Promoting and ensuring at all times equal opportunities in relation to race, gender, socio economic background, belief and special need
- Promoting and ensuring at all times the practice of giving value and respect for all cultures and faiths

Parents' Role:

Parents are encouraged to support their children's learning by:
- Ensuring that their child arrives at school punctually and regularly, feeling confident and positive
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Open Evenings/Days and other meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct sports kit

- Agreeing to the Parent / Teacher contract concerning their child's behaviour

- Agreeing to, and supporting, the school's home learning policy
- Contributing relevant information to base-line assessments
- Attending all medicals and health interviews when invited Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour

• Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs

Community Role:
The community is invited to support the school by:

• Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs

• Presenting themselves as positive role models to be emulated

• Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour

• Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills

• Supporting school events

• Voluntarily helping in the classroom

The school's contribution towards Community Cohesion:

The school makes a contribution to community cohesion by:

1. Teaching, Learning and Curriculum Helping pupils to learn to:
    • understand others
    • to value diversity whilst also promoting shared values
    • to promote awareness of human rights and to apply and defend them
    • To develop the skills of participation and responsible action

2. Equity and excellence
• Ensuring equal opportunities for all to succeed at the highest level possible
• Striving to remove barriers to access and participation in learning and wider activities
• Working to eliminate variations in outcomes for different groups

3. Engagement and extended services
• To provide reasonable means for children, young people and their friends and families to interact with people form different backgrounds and build positive relations: including links with different schools and communities and the provision of extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all.

The School's Role:
In relation to each of the above areas, the school will reciprocate by:
• Responding to all offers of support as far as it is able
• Respecting all information given in confidence
• Giving clear information on the aims and objectives of the curriculum and school procedures

- Setting up curriculum meetings
- Displaying the Long Term Whole School Curriculum Framework and Medium Term Plans
- Giving reasonable / appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future

Section 6

Success Criteria

The aims and objectives outlined in this policy have been implemented and are evident in the day-to-day working of the school. They will be monitored through:

- ☺ On-going classroom monitoring of the environment, teaching, scrutiny of pupil books, planning and assessments
- ☺ The Local Authority's Support and Challenge Programme
- ☺ The renewal of the Basic Skills Quality Mark
- ☺ The three year Parent/Staff/Pupil Questionnaire - Cocentra
- ☺ The progress of the School Development and Improvement Plan
- ☺ Ofsted/HMI Inspection feedback
- ☺ School Council feed back
- ☺ Analysing test results (SATs, PIPs, CAT's)
- ☺ Staff professional reviews take place, training needs identified and met
- ☺ There is evidence of BLP in every classroom
- ☺ Tracking pupil progress and attainment three times a year
- ☺ Intervention Group meetings every six weeks
- ☺ Global links being actively used as a positive teaching aid within the classroom

Equal Opportunities

In accordance with the school's Equal Opportunities, SEN and Inclusion Policies (see school policies folder), all children at Corsham Primary School must be given full access to the National Curriculum/Early Years Foundation Stage Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, physical ability, gender, age or learning ability.

Review
This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Children's rights are at the heart of our vision and ethos. The children's rights linked to this policy are:

Teaching and Learning

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.