

Kingsthorpe Village Primary School

Enabling individual potential through positivity and creativity



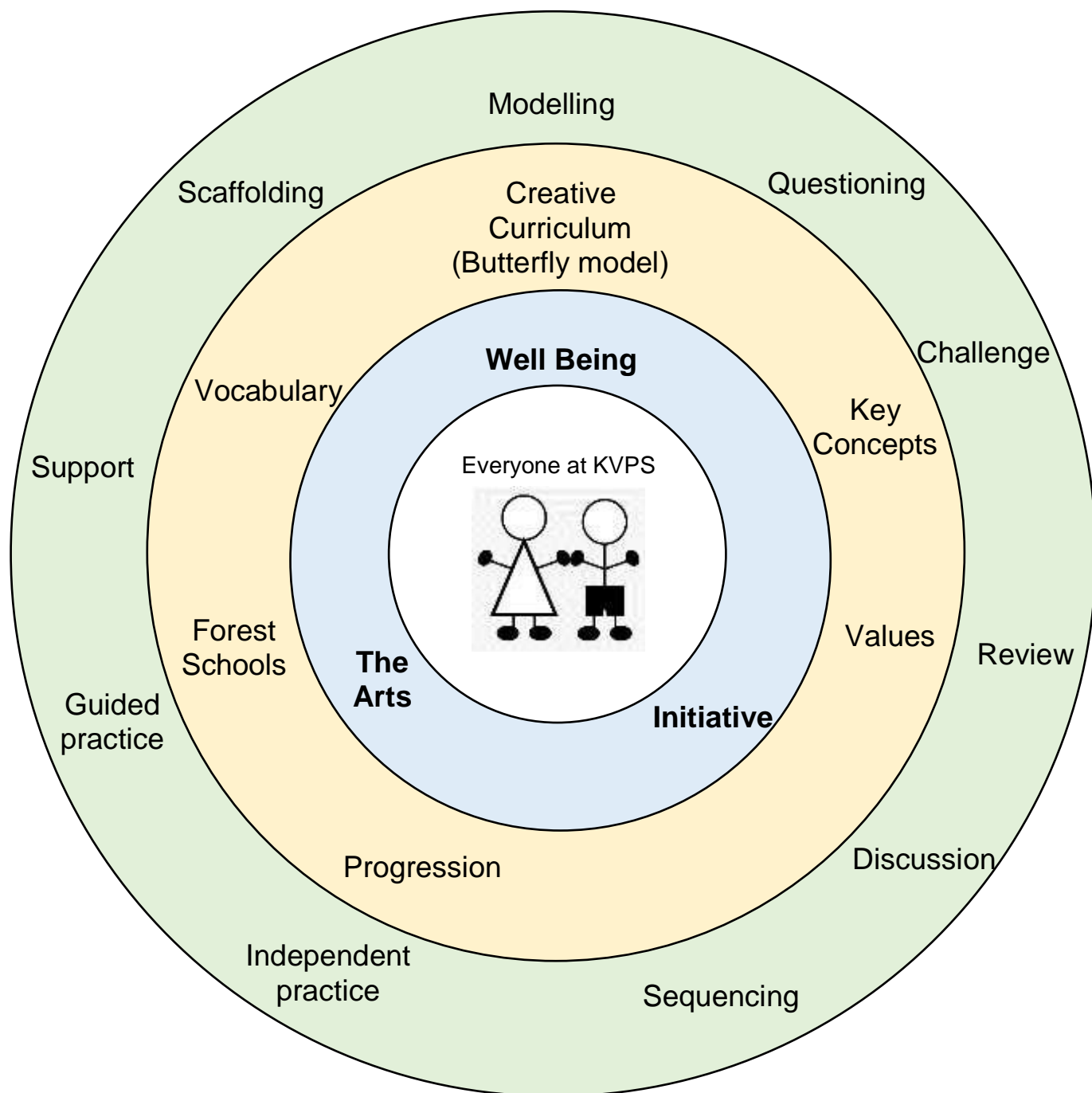
Teaching and Learning Policy

Version number	Purpose	Lead Person	Date produced
1.1	New policy written	Brian Gwynne	Nov 2016
1.2	Review of policy	Brian Gwynne	Nov 2018
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**Learning is a treasure that will follow its owner everywhere
(Chinese Proverb)**

Introduction

This document is a statement of the principles and strategies for Teaching and Learning throughout the school at Kingsthorpe Village Primary School. It lays the foundations for the whole curriculum and is a reference point for a number of key associated policies. The school three main drivers are Initiative, Well-Being and The Arts.



Aims

Enabling Individual potential through positivity and creativity

- To improve the quality of learning and pupil achievement.
- To establish an agreed range of “good practices” in respect to teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring and teaching and classroom practice.
- This statement of agreed school practices will provide new staff with a clear indication of the school’s expectations.

Conditions for Learning

Learning is defined as a change to long term memory

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school.

The physical environment in which children’s learning takes place should be one which supports and enhances learning. Where children feel safe, supported and are open to challenge.

As a school we have classroom environments and displays that support the child, Teaching Assistant and Teacher in the learning process. In each class there should be:

- The agreed classroom rules discussed as a new class ready for September and identification of the agreed class name.
- Clearly labelled classroom resources to encourage independence.
- The class timetable /duties/assembly rota.
- Curriculum design diagram to be displayed and referenced with the children
- Evidence of Learning intentions (key questions) and Success Criteria (steps to success) shared with the children.
- A display of the class Learning Line which pupils regularly refer to in terms of their learning and use to explain their progress and resilience
- English and Maths working walls referring to previous and current learning
- Some reflection of cultural diversity. i.e. photos and maps.
- Displayed expectations of presentation and handwriting e.g. pen licence criteria
- Reference to the schools House Points and the term’s selected behaviour value
- Weekly Maths targets for the class displayed
- Clear evidence within the classroom of the class termly topic
- Internet use – code of conduct and how to stay safe using the internet.
- Area or display promoting the love of reading
- Contribute to Science and Music displays in Science Lab and Music room

Classroom Management

Children should be trained in classroom routines relating to tidiness and orderliness.

- They should be trained to get and replace resources.
- Take the children through the 5 Golden school rules.
- Take the children through the agreed classroom rules.
- Explain the class rewards systems - House points, Value pebbles and lunchtime raffle tickets.
- Make effective use of setting up class monitors.

- Rotate the role of the children welcoming guests / visitors into the class – these children should introduce themselves and explain what current learning is taking place at the present time in the classroom.
- Practise lining up and moving around the room i.e. getting from the carpet to chairs and travelling to and from assembly.
- Teach children how you want them to stop and listen e.g. clap it back.
- Teach children the appropriate way to get the teachers attention if they wish to speak to an adult.
- Groupings of children must be varied throughout the day e.g. ability based, mixed ability based, individual, pairs, small groups, larger groups, gender-based groups, etc.

Be consistent and continually remind children of your expectations especially in the first few weeks.

Routines

The school doors open at 8.45am and pupils walk into school through their designated entrances. The main doors are closed at 8.55am.

Registration should be completed by the class teacher electronically by 9.05am

At play and lunchtimes two children will remind the staffroom of a two-minute warning. The whistle signifies the end of play and the children enter school in their house colours as directed by the adults on duty.

During break- times Teaching Assistants are on a rota to deliver any first aid. Children are sent to the staffroom during morning and afternoon play and to the School Hall / library for any accidents that occur during lunchtimes. All accidents are recorded in our accident record and all bumped heads received a paper bracelet and letter home.

At the end of the day:

- Reception children will be collected by a parent / carer at 3.20pm once the teacher has sighted their responsible adult. Similarly, with the key stage 1 and 2 children who are dismissed and collected at 3.30pm
- In Year 5 and 6 parents can choose to allow their child to walk home on their own
- If parents are late to collect, then the children are taken to the main foyer where they will be supervised by a member of staff and parents telephoned. Late collections are recorded by the class teacher and after three occasions a letter is issued from the headteacher.

Display and Celebration

Displays should be changed regularly and all children should have the opportunity to have their work displayed. Displays which have become tatty should be taken down or at least repaired. Books, artefacts, natural objects, 3D work, fabric should be used to enhance displays.

There should be a border; children's names written on work and any explanatory labels linked to the learning on school displays. Interactive displays are highly encouraged at the school.

Expectations and Presentation:

Maintain high expectations of both yourself and all pupils at all times!

Have high expectations of and insist upon the very best of all pupils in relation to:

- **Behaviour**

See Behaviour policy for more details.

- **School Uniform**

It is expected that children wear a school uniform. If a child does not wear a school uniform they should be spoken to by the class teacher and encouraged to do so.

- **Jewellery**

For health and safety reasons jewellery should not be worn at school. (small studs are allowed). If a child wears jewellery at school the class teacher should put it somewhere safe for the day and speak to parent/carer at the end of the day.

- **Quality and amount of work achieved**

Pupils should produce work that they can be proud of and are capable of achieving in time scales provided. – any work that is produced that is not at the individual child's level should be discussed.

The adults at Kingsthorpe Village Primary **are** the role models for children.

Teachers should also make sure that the following happen to help the children with their presentation:

- All KS2 pupils should be encouraged to achieve their pen licences as soon as the standard has been met
- All maths work will be completed in pencil.
- Colouring pencils only will be used in exercise books.
- Teacher's handwriting should be neat and legible.
- In all subjects please ensure a balance between children writing in books / work activity sheets and other evidence of pupils learning eg. Photos / presentations
- Recorded work should show a sequence of learning over time

Planning:

There are three kinds of planning detailed below: **long-term planning, medium-term planning and short-term planning.**

1) Long-term planning.

The school has a curriculum map that breaks up the curriculum areas for all four phases into manageable termly blocks. Thereby ensuring breadth and balance in curriculum provision and continuity and progression from term to term and year to year. Chris Quigley's essential curriculum has been adapted at KVPS and links to the national curriculum through milestones. The school also delivers several subject schemes of work.

2) Medium-term planning

Medium term planning organises the year curriculum into blocks of work. Teachers should use the Butterfly Planning Sheets to do this. It must be done in year group teams. The butterfly planning is based on Claire W Graves seven stages of how the brain matures and develops.

Stage 1 – Survival

Stage 2 – Tribal (team)

Stage 3 – Self (me)

Stage 4 – Order (plan)

Stage 5 – Enterprise (challenge)

Stage 6 – Community (share)

Stage 7 – Interconnected (think)

Creativity should be embedded into everyday teaching and learning through an understanding that we are preparing our children for life in the 21st Century – where the chances are that the jobs they will be doing have not yet been invented and an ability to problem solve and work in teams will be vital.

Creative learning is understood to be characterized by:

- being questioning and challenging
- making connections and seeing relationships
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes

Medium Term Plans must be annotated if changes occur.

Teachers need to keep a copy of their medium-term planning in their teacher's file for monitoring by Head, Deputy Head Teacher and Subject leaders and a copy emailed to the HT once written.

Short-term planning

This includes weekly plans.

Teachers should do this through their interactive lesson plans.

Teachers should look at the half termly plans to do the weekly planning. The weekly plans should:

- Turn the learning intentions from the termly plans into the actual teaching and learning activities that will take place including broadly differentiated activities.
- Provide steps to success to show the expectations of exactly what the children have to do in order to achieve the Learning Intention and ensure the children understand their learning.
- Be annotated to reflect SEN/ EAL/Gifted and Talented provision e.g. IEP targets, classroom assistant support, peer support, differentiated activities.
- Show clearly how any adult support will be used e.g. TA's
- Short term planning needs to be annotated daily- recording any changes that have occurred and whether what was planned was actually covered.
- Short term planning needs to be assessed daily on the planning sheet. The main focus of day to day assessment is the impact it will have on your teaching for the next lesson; (annotate planning) and catch up programme for pupils who need extra support.
- Plan how the teacher's time will be used e.g. to work with a particular group (focussed teaching) - teachers should not simply circulate the class in an unplanned way.
- Use of ICT to support learning should be reflected in the planning.
- Show clear lines of questioning being planned for.
- Be kept in the teacher's file and shared with other adults in the class in timely preparation for support.in the classroom

Teaching and Learning:

The teacher is responsible for ensuring the following:

- Display the learning line within each classroom and use the learning line to help children assess their progress within a lesson and raise self- esteem thus building resilient learners
- Confident **teacher knowledge and understanding** of the subject matter to be taught.
- **Pre-planning** of tasks, activities, pupil grouping arrangements and resources.
- A clear statement to pupils of the intentions of the session i.e. a clear explanation of the **learning intentions** of the lesson and how this links to the wider world
- To make use of effective assessment within the lesson.

- Effective teacher input which ensures pupils understand what is going on taking into consideration different learning styles. (Use visual images and practical activities to support explanation / understanding, ensure that **key ideas and vocabulary** are shown.
- Appropriate pupil work **activities** which help **pupils explore, develop and practice the new learning in order to achieve the learning intentions.**
- Thorough **resourcing** of such activities (with additional resources to support some pupils/ stretch others)
- Effective use and deployment of teaching assistants that are well resourced to deliver quality guided group / individual supported work.
- Consideration needs to have been given to the needs of **different** pupils e.g. to ensuring the **more able are stretched and less confident are supported alongside fluid groupings where used that do not put a ceiling on the learning.**
- **Time targets** need to be set to ensure pace. Children should be reminded of this at appropriate moments.
- **Expectations** of pupil's work need to be made clear e.g. quantity of work, presentation, other qualities pupils should be maintaining in their work.
- The teacher needs to have planned how they will use **their time** whilst pupils are at work. Is this the time to; check that the introduction and the tasks being worked upon are proving appropriate to the different needs of different pupils, Work with particular pupils to support / stretch them?
- Assessment of pupils' progress and how any other adults working with the class can report on the learning evident.
- Teachers should have a specific focus to their circulation around the class to maximise learning opportunities
- Review learning regularly to embed to long term memory, including daily and weekly reviews
- Activities should be **reviewed** - reinforcing the learning which it is hoped will have taken place.
- **Marking and assessment** procedures which inform both pupils and teacher of what has been achieved and what needs to happen next.
- **Teacher assessment of lesson.**

Rosenshine (2010, 2012) summarised at least 40 years of research on effective classroom instruction and devised a set of key principles that maximise impact of teaching in the classroom. From these we have developed agreed features of what effective lessons at Kingsthorpe Village Primary School should include over a sequence of lessons:

1. Connections with previous learning are made by the teacher and pupils, usually at the beginning of the lesson.
2. New learning is presented in small steps, with appropriate periods of pupil practice after each step (including the need to check back with an adult regularly).
3. All adults have high expectations and foster an ethos of self-belief in the pupils.
4. Skilled open questioning promotes thinking and assesses learning of all pupils (with follow up action as necessary to secure learning).
5. When answering questions or solving problems, time is given for rehearsal and reflection and "talk partners" may be used. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.
6. Scaffolding is used to allow children to be as independent as possible.
7. The lesson is well paced so that pupils are engaged and display positive attitudes to learning.
8. Modelling of knowledge and skills by adults is provided for all learning and, where necessary, for consolidation of new learning.
9. Learning walls are regularly referred to in order to guide and support learning.
10. Pupils engage in regular review of their own learning as well as reviewing and discussing that of others.

By utilising these key features teachers will work to provide quality first teaching which demands 100% participation from all the pupils and sets high and realistic challenges. Teachers should expect pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.


Teachers at Kingsthorpe Village Primary feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic, motivated and has a good sense of humour

Marking and Feedback Guidelines

These guidelines are intended to ensure consistency across the school with marking and feedback practice. Marking and feedback should be a positive and supportive process to help the child understand what they have done so far and what they need to do to improve (next steps) and therefore enhance the learning process.

At Kingsthorpe Village Primary School, we have agreed to use a marking code to make it easier for adults to develop a child's learning.

I	Independent work	Sp	spelling mistake
S	Supported	P	punctuation
T	Target met (especially on marking ladders)	//	new paragraph
G	Guided work	GRP	Group work
P	Paired work		
	Adult intervention		

Marking will take place by adults in school, with the class teacher marking in green and teaching assistants marking in blue. Marking may be used by children as well as adults, if appropriate, in purple pen.

Learning Lines

The learning line is used as a tool to support pupils assess their own learning as well as show others their progress. Learning lines can be recorded against pieces of work to show progress where

appropriate and are referred to during lessons



Marking and Feedback criteria

Depending on the type of activity, the criteria for success will change. The learning intention or key question will be discussed with the children so they know what they are learning and how they will be judged. The learning intention will be broken down into smaller steps of success criteria to focus the children's learning and help them understand what they need to achieve.

The class teacher will select pieces of work to assess against success criteria when appropriate. In English and Maths, the teacher highlights successes (green) and areas for improvement (pink) with supportive suggestions on how to improve further if necessary. To lessen teacher workload, the minimum requirement is that a child will receive written feedback in Maths and English once a week. The child may respond to the feedback in pink pen. If children are marking their peer's work, it will be in purple pen. Children will review their learning in daily reviews, as well as responding to previous lesson feedback.

In foundation subjects, adults may highlight successes in green and provide written feedback.

Monitoring and Evaluation

Staff development needs will be identified in line with this policy, as well as the Teacher Appraisal policy and continued Professional Development opportunities.

The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal moderation of pupils' work;
- discussion with pupils;
- external moderation of standards and teacher assessments
- collaboration through local school 2 school support cluster schools

Assessments

We use different assessment techniques at Kingsthorpe Village Primary School for differing outcomes. These are:

1. Summative Assessment

This provides a snapshot of the current position of the child in respect of their curriculum or personal development. Summative assessments carried out at KVPS include: -SATs, phonics screening, optional end of year tests for years 3,4 and 5, Year 4 national tables test and Tapestry is used in the Foundation Stage. Other tests may also be used throughout the year as the teachers see fit, including PIRA for reading throughout key stage 2

2. Evaluative Assessment

This provides information regarding the effectiveness of the curriculum, teaching or organisation. Arrangements outlined in the Monitoring and Evaluation Schedule ensures that there is an organised approach to evaluative assessment. Chris Quigley Essential Assessment is used for all children in each milestone.

3. Diagnostic Assessment

This detects strengths, weaknesses and specific difficulties. Action in the form of support or extension work, or placing the child on the SEN register may be instigated as a result of the assessment.

4. Formative Assessment

This is the day to day on-going assessment based on how well children fulfil learning intentions, providing feedback and engaging children in their learning. Formative assessment affects future planning and decisions about setting realistic targets.

The short-term plan is the key vehicle for record keeping. Assessment jottings highlight those children who require more support or challenge, and inform future planning and then plans for future lessons are adapted according to the need from the previous lesson.

For assessment to be useful the child must be fully involved and given opportunity to make improvements. Children will be encouraged to be self-evaluative and set future targets with the teacher as and when necessary.

(See separate school Assessment Policy)

Role of the Head Teacher and Governing Body

- To support the use of appropriate teaching strategies by allocating resources effectively.
- To ensure that the school buildings and premises are best used to support successful teaching and learning.
- To monitor teaching strategies in the light of health and safety regulations.
- To monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- To ensure that staff development and performance management policies promote good quality teaching.

Role of Parents / Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicates how the child can be improved further.
- Explaining to parents how they can support their children with homework. **(see homework policy)**

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for partaking in activities.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement, including hearing their children read.

Equality and Inclusion

All children have equal access to the curriculum regardless of their gender, race, disability, religion or ability. We plan work that is differentiated for the performance of all groups and individuals and are

committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their potential.

Homework

Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

(See separate Homework Policy)

Review:

The Head Teacher and staff will review this policy every 2 years.