

# Long Knowle Primary School



## Teaching and Learning Policy

### Introduction

This policy is designed to:

- Develop and promote a shared understanding throughout the school of what makes effective learning and teaching
- Promote the progress of all pupils
- Provide consistency of learning for pupils moving from teacher to teacher
- Support teachers, support staff and children in their planning, teaching and learning
- Provide an agreed basis on which to evaluate effectiveness in learning and teaching and to inform the school's self-evaluation process
- Provide a focus for professional development, support and training
- Establish clear roles and responsibilities in the management of teaching and learning
- Describe the school's approach to the curriculum

### Statement of Principles

At Long Knowle Primary School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' standards, their attitudes and behaviour and their attendance to enable all our pupils to achieve their full potential.

We expect that teaching and learning is of a consistently high standard aiming for the overall judgement of lessons to be good or better than good in 100% of lessons with "Progress During the Lesson and Teaching and Support for Learners" good or better than good in 100% of lessons.

### How

#### Staff must:

- Ensure every child succeeds by providing an inclusive education within a culture of high expectations, giving every learner confidence that they can succeed
- Establish what learners already know and build on it, structuring and pacing teaching so that pupils know what is to be learned, how and why
- Make learning vivid and real, making the learning experience challenging and enjoyable and building learning skills across the curriculum
- Inspire learning through a passion for the subject
- Make individuals active partners in their learning
- Develop learning skills and personal qualities

#### Pupils should:

- Know what is expected of them and be able explain what they are doing and learning
- Make a brisk start and work at a good pace, remaining on task
- Be suitably challenged and stretched
- Be well motivated to learn, behaving well and relating to others
- Arrive with expectations that lessons will engage them
- Demonstrate independence and apply their skills appropriately

- Ask perceptive questions
- Co-operate and communicate well, working well in different groupings
- Take a pride in their work
- Complete homework
- Make demonstrable progress in the lesson, in skills, knowledge and understanding

### **The Leadership and Management Team:**

- Evaluates learning and teaching by reviewing planning, assessment records, classroom observations and Governor monitoring visits, and through data analysis, work scrutiny, pupil interviews, Individual Teacher Reviews and parent consultation
- Evaluates learning and teaching in terms of its impact on pupils' learning and what makes it successful
- Recognises that learning is only effective when it secures good progress for all pupils
- Checks the accuracy of its own judgements through monitoring by leaders from other local schools, LA Advisors, an accredited performance review consultant or assessor or an accredited OFSTED Inspector
- Provides feedback to staff on their performance
- Reflects necessary developments in learning and teaching in the School Development Plan
- Secures appropriate professional development opportunities in line with the teachers' and school's needs

### **Curriculum Organisation**

**The Early Years Curriculum** is planned around a free-flow day within a week of activities. Phonics is taught daily using the 'Story Time Phonics' programme in Reception. Each day individual, small group and whole class sessions are used to introduce differentiated new learning to pupils – the organisation of which depends on the learning objective and the learning needs of the pupils. Through this every child receives direct teaching each day. The remainder of the day is organised so that, for the majority of the time, pupils are guided to participate in activities set up by the teacher which reinforce the current learning objectives. Some activities are very open-ended, whilst others are more targeted. There is also scope for pupils entirely to direct their own learning through self-selection from a wide range of educational and play resources. In the Nursery, daily sessions take place outdoors, focussing on Expressive Arts and Design, Communication and Language and Personal Social and Emotional objectives.

In Reception a weekly session is dedicated to whole-class outdoor PE and Games; other outdoor sessions also include Physical Development, Expressive Arts and Design, Communication and Language and Personal Social and Emotional objectives.

**Transition from Early Years Foundation Stage to Key Stage 1** takes place as the children near the end of the summer term in Reception and until the end of the autumn term in Year 1. Throughout this time, learning objectives either continue to support the areas of learning and development from the Early Years Foundation Stage or are drawn from the new National Curriculum – differentiated according to the learning needs of the pupils. We formally assess all pupils at the end of the autumn term in Year 1 at which stage pupils are assessed in line with age-related expectations in the National Curriculum. Throughout the transition stage, an increasing amount of time is spent in teacher-directed, whole class activities.

**Phonics in Year 1** takes place for 30 minutes every day using 'Story Time Phonics'. Those children in Y2 who are not secure in phonics receive targeted teaching and support daily.

In addition to phonics teaching, **reading** is taught systematically throughout school. Every child is encouraged to read daily at home – either from a levelled book or from a free choice of literature from the school library. Reading is taught in whole-class sessions from Y2 onwards with teaching and rehearsal of specific skills taking place daily. Assessment of progress towards age-related expectations is made through written and oral contributions. Pupils also undertake

formal testing once per term. Intervention and support is provided for pupils who are reading below the expectations for their age. Those reading within age-related expectations are challenged to think and work at 'greater depth'. A charity, 'Beanstalk,' spend two afternoons weekly supporting a group of pupils from Year 3 and Year 5.

**Mathematics in Key Stage 2** is taught for an hour a day, in classes. All classes are supported by teaching assistants. **Mathematics in Key Stage 1** is taught in whole-class groups supported by teaching assistants for up to an hour a day. Targeted intervention may be provided to small groups in both KS1 and KS2. We use the 'Abacus' programme as a basis for planning. Investigative maths is included across the week.

The curriculum and timetable is organised in a similar way for all other subjects in both **Key Stages 1 and 2**. A **daily English session** is timetabled throughout the school. This is an hour and 30 minutes a day in Key Stage 2 and Year 2 and builds towards this by the end of the Autumn term in Year 1. Extended writing takes place weekly, both through English lessons and across other curriculum areas, the outcome of which is assessed against age-related expectations for writing.

Every class has two hours of timetabled quality **PE and Games**. **ICT /Computing skills** are taught as required and applied to support learning across the curriculum. **French** is taught in a timetabled session in Key Stage 2 and pupils use the Rigolo scheme. **Personal, Social, Health and Citizenship Education (PSHCE)** is based around the SEAL programme (Social and Emotional Aspects of Learning) and SUMO (Stop, Understand and Move On), supplemented by Sex and Relationship Education and Circle Time discussions. **Religious Education** has a timetabled session each week and the curriculum follows the Wolverhampton SACRE Agreed Syllabus. All other National Curriculum subjects (**history, geography, science, art, design and technology, music**) are taught in blocks linked, where possible, to topics. Where appropriate, topics may influence what is covered in English sessions both in terms of writing genre and reading texts. Topic themes are chosen to provide a breadth of curriculum coverage, but are influenced by the learning needs and interests of the school's pupils. Pupils are assessed in maths and English each term, against progress towards meeting age-related expectations. All other curriculum subjects are assessed annually. Statutory assessment of Reading, Mathematics and elements of English also takes place.

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