

KERESFORTH



Teaching and Learning Policy

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At KPS we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, their community and their world. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We aim to

- provide an interesting and exciting curriculum within the National frameworks
- promote a learning culture so that pupils engender a love of learning and the desire to continue to learn
- ensure that all pupils have an equal opportunity to take part in the life and work of the school
- prepare our pupils to become independent young people who are confident, flexible and able to co-operate with others
- develop imagination and creative expression through a wide range of media
- develop conscientious young citizens of our multicultural society who are tolerant and respect others' values
- ensure that all pupils have a pride in their achievement and a desire to succeed

A thematic approach to curriculum design

Classes have an over-arching topic each term or half term.

Teachers plan lessons using national frameworks to ensure children receive their entitlement. Teachers may use schemes of work as a starting point, but are expected to add their own creative ideas! Where appropriate and relevant, teachers make connections between subjects, whilst covering all statutory requirements, so children can explore themes in depth in a more holistic way. For example, infant children learning about the seaside might visit and study the geography of a coast line, take photographs, design and build sand castles, find out about beach holidays through history, collect and draw shells, write brochures persuading people to visit the seaside, etc. Teachers plan their

topics and the cross curricular links within a key stage team at the beginning of the year and these plans are then added to throughout the year. Teachers' personal enthusiasms and passions are positively encouraged.

Varied learning styles

Teachers offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- asking and answering questions
- use of computer technology
- creative activities
- debates, role-plays and oral presentations
- designing and making things
- out of school visits
- visitors to school
- participating in physical activity
- watching educational videos/DVDs and responding to music

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way they learn best and reflecting on to what extent they have achieved their learning objective.

Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities so that pupils see, hear and do. We make good use of 'talk partners' and we model, encourage and praise cooperative learning.

Learning community

Parents are our pupil's first and most influential educators. We believe that parents and carers have a fundamental role to play supporting the learning their children are engaged in at school.

We communicate with parents in a variety of ways including newsletters, school reports, formal meetings and informal chats at the door. We keep parents informed of successes and any concerns we may have. Teachers are always available to discuss issues as they arise.

Our website gives information about the school and celebrates recent events.

We encourage and respect pupil voice. We have a School Council which meets monthly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes.

We have a whole host of regular visitors who contribute to our learning community including the vicar from St John's Church, numerous volunteer readers both parents and grandparents, visits from our local secondary school and speakers from outside school.

Performance Management is a well established practice for all staff to reflect on their strengths and opportunities to develop skills and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Staff are committed to their continuing professional development and attend in-house and other training.

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the head teacher and other key staff.

Inclusion

KPS is an inclusive school where the achievements, attitudes and well being of every person in the school matter. This is made evident in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning. We regard pupils equally in relation to their individual needs. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure. Recognising and celebrating success through assemblies, displays and performances. We ensure that there is a broad range of opportunities for everyone to shine. Children are grouped according to the aims of the lessons. Activities are differentiated to meet learning needs.

Our SENCo coordinates support for those with special educational needs. We have an experienced team of classroom support assistants who work closely with class teachers to offer additional support. We have good relationships with a range of other professionals and value their support and advice in meeting children's needs.

We have high expectations

We have high expectations of staff in terms of commitment and professionalism, classroom organisation and personal expectations of the children. Our classrooms are attractive learning environments. We change displays regularly to ensure that the classroom and the communal areas reflect current and recent learning. The work of all children is displayed during the year. All classrooms are equipped with resources to support their learning. We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets. The quality of work expected from the children is high. Children and staff are expected to be at school on time every day.

The assessment priority is assessment for learning

Assessment for learning

- is part of effective planning
- focuses on how children learn
- is central to classroom practice
- helps learners know how to improve
- encourages self assessment
- recognises progress from the child's previous best

We use these strategies to link assessment to better teaching and learning:

- evaluation of lessons which informs future planning
- use of data from formal assessment tasks to inform planning and the grouping of children
- assessment tasks at the end of units of work to monitor progress and identify any underachievement

A Learning Intention is shared (written or spoken) during each session so children understand the purpose of the lesson, at the end children are guided to assess their progress and discuss and often record how they have achieved. Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work where possible is marked regularly and fed back to the child.

Marking is a dialogue and teachers often ask a question or give a challenge when marking written work.

We also value summative assessments of learning, where the children are

assessed against national standards. We use a variety of standard tests and use the results intelligently to record progress and to predict future levels of achievement.

Each term, teachers in Years 1 – 6 record the achievement of skills in reading, writing and maths on Assessing Pupil Progress (APP) grids for each individual pupil. These grids are descriptors of national curriculum expectations at each level of attainment.

Teachers meet with senior leaders regularly to discuss assessment and to find ways to remove barriers to learning. Senior leaders meet to discuss any children who are not making progress and to plan additional support.

Teachers meet with parents individually to discuss progress, mid autumn term and mid spring term. At the end of each academic year teachers write detailed reports for each child and if parents require are available for a further consultation.

After the school day

The school encourages a range of out of hours learning opportunities. These may be provided by school staff, volunteer helpers or outside organisations. They may vary term to term according to expertise and time available.

Examples include:

- Art clubs
- Gym club
- Out of hours learning
- Environment club
- Cheerleading
- Zumbatomic
- Football in the community

We have a breakfast club every morning from 7.45am.

We consider working at home an important part of learning

- To encourage self-discipline and personal organisation
- To bridge the gap between home and school
- To allow parents direct involvement in their child's learning.

Teachers give homework appropriate to the ability and age of the child.

We expect children to read daily at home, whether that be a school book on loan, a newspaper or magazine of their own interest or reading a book to a younger sibling.