



Keresforth Primary School

Teaching and Learning Policy

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Teaching and Learning Policy

At Keresforth 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. We are 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. 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 review the progress of each child at the end of each term and the academic year and set revised targets as necessary. The quality of work expected from the children is high. Children and staff are expected to be at school on time every day.

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 acquire 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
- provide a broad and balanced curriculum (via remote learning when required)

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 use the school's long and medium term planning 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. Subject leaders have produced detailed medium term plans for each year group across school. Teachers use these to develop their own short term planning for their class, taking into account the needs of the children each year. Teachers' personal enthusiasms and passions are positively encouraged.

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 clips online
- working in the outdoor environment

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 in 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 the school website. 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 provides links to our Twitter page where information about recent events is posted and photographs are shared.

We encourage and respect pupil voice. We have a School Council which meets weekly and makes recommendations and undertakes work to improve our school. All classes use PSHE lessons to ensure 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 minister from the local Methodist church, numerous volunteer readers both parents and grandparents, visits from our local secondary school and speakers from outside school.

Staff development

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. Staff work collaboratively with staff from other schools in order to share expertise and support one another.

Our governors monitor how effective teaching and learning action plans are in terms of raising pupil attainment and through the school's 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

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. Objectives and 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.

Assessment

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:

- informal evaluation of lessons and marking which informs future planning
- use of data from formal assessment in maths and English to inform planning and the grouping of children

Assessment tasks at the end of each term in Maths and English are used to monitor progress and identify any underachievement.

Children's knowledge and understanding of the foundation subjects is checked throughout the year by talking to pupils sharing their work and using their knowledge organisers of past topics.

The Learning Objective and success criteria are shared (written or spoken) during each lesson so children understand the purpose of the lesson. At the

end of the lesson, children are guided to assess their progress against the success criteria.

Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work is marked regularly and feedback is given to the child.

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

Each term, teachers in Years 1 – 6 record the achievement of skills in reading, writing, GPS and maths on SIMs. In EYFS achievement is recorded on school's internal tracking system. This is reported to Governors termly.

Teachers meet with senior leaders regularly to discuss progress 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. An overview of progress is shared with governors on a termly basis.

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.

Homework

We consider home learning 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. We have home school reading records which allows parents and teachers to communicate between each other on the child's successes in reading.

My Maths is used to set online maths homework from year 2 onwards.

Spellings are given weekly.

TT Rockstars and Numbots are online learning platforms to support children's learning of number bonds and multiplication tables.

Parents are given activity links, ideas and suggestions to support learning through knowledge organisers and the website.