

John Perry Primary School



Teaching and Learning Policy

June 2017

AIMS OF THE POLICY

At John Perry Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises expectations and common working practices. It ensures consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our Homework policy, Assessment policy as well as our Marking and Feedback policy, and our school's Special Educational Needs policy.

PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At John Perry Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit, all should work closely together to support the process of learning. We strive to ensure that every child succeeds to the best of their ability. We provide all of our children with a broad and balanced education, which fosters a love of learning for life. We encourage children to nurture their gifts and talents through a stimulating curriculum and a range of enrichment activities. We have a dynamic team of staff who model exemplary practice across all areas of the school. Our children are provided with outstanding role models. We take pride in educating and nurturing each child, enabling them to achieve high standards of academic attainment whilst also enabling them to become capable, caring and confident human beings.

At John Perry, all of our pupils are encouraged to take an increasing responsibility for their learning. We want to equip our pupils with confidence, resilience and independence so that they are best prepared for the next steps in their learning journey. We are committed to creating a culture of high expectations, with the ambition and drive to succeed prevalent amongst all members of our school community.

Our school curriculum is based on partnership learning with parents and carers. We believe that children learn best through direct experience, linking their learning at school with the support from parents and carers at home. We've developed a curriculum that stimulates enthusiasm, captures interest and provides broad learning opportunities for pupils of all abilities.

We promote continuous self-reflection in our practice; we instil a desire for constant improvement amongst our staff and children. We deliver inspired teaching that encourages positive attitudes towards lifelong learning. We want our children to feel valued and confident as individuals and ensure they feel supported, safe and cared for in our school. We aim that children leave John Perry with a love for learning, a clear sense of responsibility and independence and an understanding of the importance of community and how their behaviour impacts upon others.

As a school, we are committed to our mission statement – ***'Reaching Our Goals Together'***

Ethos

The ethos underpins the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming setting, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;

- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

These are the things we want from our Parents, Carers and Families:

- To share the school's vision and ethos, working together towards a common goal
- To have high aspirations for children and high expectations of the school
- To form strong partnerships with the school by taking an active interest in, and supporting children's learning
- To be well informed and supportive
- To share in children's achievements and successes
- To challenge and support school leaders through effective school governance

These are the things we want from our School:

- To be a centre of excellence
- To have high expectations and aspirations for all our children
- To provide a safe and secure environment in which children thrive and feel valued
- To have a friendly and welcoming atmosphere
- To be innovative, progressive, forward thinking and outward looking
- To be fully inclusive
- To have a strong community ethos

These are the things we want for our pupils:

- To be safe, happy and have a sense of self-belief
- To discover, nurture and use their talents
- To understand their own feelings and those of others
- To have strong moral sense, to be kind, caring and respectful, to co-operate well and be good citizens
- To be well behaved, polite and courteous
- To be creative, to enjoy learning, and to become lifelong learners
- To have excellent social skills and be self-confident
- To have healthy minds and healthy bodies
- To be resilient, positive human beings who believe in themselves and in their potential

To achieve this, all staff will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;

- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

The community is invited to support the school by:

- contributing to activities, such as assemblies, educational visits, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

Planning

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors.

For English and Mathematics we are committed to following the programmes of study as required by the National Curriculum 2014. This is supported by the use of published schemes of work (Abacus for Mathematics and Wordsmith for English. *Note: Wordsmith will be replaced by the Power of Reading scheme of work from September 2017*). Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place weekly, with reference to the National Curriculum 2014, Early Years Foundation Stage Framework and other Schemes of Work (for instance, Music Express, PurpleMash for Computing or the Kent Primary Science Scheme of Work). Swimming instruction with specialist teachers takes place either at the local leisure centre or at the school swimming pool.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At John Perry Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders, together with Phase Group Leads, have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed;
- taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.
- meeting with Link Governors about pupil performance in their phase, including pupil attendance.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability or mixed ability, mainly);
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be attractive, stimulating, engaging and comfortable;
- labels and posters should be used wherever possible/appropriate to reflect the language and cultural diversity in the school;
- working walls and subject display areas will change regularly, in order to support current learning as well as to share and celebrate pupils' learning;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants (LSAs) and volunteers. These are used at the discretion of the class teacher, Phase Lead or SLT. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as class sharing assemblies are seen as opportunities for all pupils to demonstrate their own best learning. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

'Star of the Week' awards are given weekly to celebrate individual achievement of school values as presented at our weekly Word of the Week assembly. 'Headteacher Awards' (i.e. stickers and certificates) are given by the Headteacher for achieving their personal best in an area of learning. The 'Golden Table' invitation and certificate is given half termly to fourteen pupils that have been identified by School Council members or House Captains for exemplary behaviour in the dining hall. 100% Attendance badges and certificates are given at the end of term assemblies.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- task;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Differentiated tasks will be detailed in weekly planning.

Pupils with special educational needs (including Academically More Able children) receive support provided by a learning support teacher, 1:1 tuition or small group intervention delivered by trained staff or our inclusion manager where appropriate. Additional support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Teachers set individual targets each term for children in English and Mathematics. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate through verbal or written feedback (marking).

Homework

Homework is considered to be a valuable element of the learning process. Please refer to our school Homework Policy for information on roles and responsibilities as well as expectations.

Assessment, Recording and Reporting

Regular assessments are made of pupils' progress in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 1, 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Feedback to pupils about their own progress is achieved through discussion and the marking of work (see Assessment Policy and Marking and Feedback Policy).

Cross phase continuity is ensured by:

- Reception home visits
- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- transition meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated half-termly by teachers and uploaded to our school's progress and attainment tracking system, Target Tracker;
- examined by classteachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and once through a written report. Parents and carers are also invited to a Curriculum Open Evening towards the end of the academic year. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government. Some of the school's most relevant and recent results are uploaded onto our school website.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders, Phase Group Leads and the Senior Leadership Team. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject and Phase Group leaders will regularly monitor children's books. Each class teacher will be formally observed in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, we expect teachers to:

- have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders, Phase Leaders or subject coordinators
- plan appropriately for all groups of children and access high quality resources
- ensure every lesson has a clear Learning Intention which is explained to the class and referred to throughout the lesson
- demonstrate key elements of good AFL practice
- provide our pupils with activities which are varied and differentiated to ensure that children explore, develop and practise new skills/ concepts
- cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- provide appropriate resources, which support learning outcomes and provide challenge for the more able
- have high expectations of presentation, quality and quantity of work

We expect our Learning Support Assistants to be fully involved and active in all aspects and parts of lessons.

At John Perry Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- assessing their own and their peers' work;
- improving own learning and performance.

Learning Processes and Learning Styles

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 through a variety of processes and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;

- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At John Perry 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. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible, e.g. visual, auditory and kinaesthetic (VAK).

Resources

Classroom and central resources are the responsibility of classroom teachers, Phase and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all 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 subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders 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 our society, and that all pupils have equality of access.

Staff development

Through our involvement in and commitment to raising standards, we will continue to receive whole staff development based on school priorities and identified needs. The Teacher Appraisal process will help staff to identify targets and areas for development in line with school development priorities and for their own professional development. Central to this process is the notion that as professionals we have a responsibility to seek to improve our practice and therefore to be active in evaluating our own needs as well as acting on the support and advice of colleagues.

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