

Epsom Primary School

TEACHING & LEARNING POLICY

Date of issue: July 2015 **Owner:** Teaching & Learning Assistant Head

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Signed..... **Date**.....

Rationale

At Epsom Primary School, we are committed to ensuring that every pupil is given the opportunity to develop a range of skills which will equip them for success in the modern world.

Aims

We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Our teaching and learning policy aims to provide an agreed basis for approaches to teaching and learning which will be reflected in classroom practice and in the planning of the curriculum.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values, and feelings of others;
- show respect for all cultures and, in doing so, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens and prepare them for life as citizens within Modern Britain.
- Provide children with depth and breadth of knowledge to allow them to apply their learning in a range of contexts.

We are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn.

Structuring Learning

The way lessons and units of work are structured reflects our understanding of the learning process. Teachers are responsible for all aspects of the learning cycle: creating a safe and stimulating learning environment, promoting core SMSC (Social, Moral, Spiritual and Cultural) values, assessment for learning and target setting, planning progressive learning intentions, modelling, providing engaging activities, giving effective feedback and monitoring progress. In EYFS, teachers ensure opportunities for self and teacher directed learning. (See EYFS policy)

In structuring lessons, teachers:

Connect

- Make effective use of accurate assessment to build on prior learning
- Topics are introduced by sharing the big picture; this orientates the learner by giving an overview and shows how the learning will be organised making links to previous and future learning

Describe the outcomes and expectations

- Learning intentions (L.I.) and success criteria (S.C.) are shared, exemplified and prominently displayed and referred to as a key element throughout each lesson.
- Model explicitly the skills required to exemplify the process required to meet the learning intention and success criteria. Modelling writing should be aimed at the highest level in the class.

- Children have individual personalised targets, which they are working on in Maths and English to address gaps in their learning.
- Insist on high standards of presentation, effort and achievement

Engage the learners

- Make it memorable-use props, stimulating resources and music
- Challenge the children at every level to develop deeper thinking and curiosity. Give the key information and vocabulary needed for the lesson
- Use a multi-sensory approach – learning styles
- Pose questions to engage curiosity and assess understanding
- Use ICT and other resources to engage all learners (number sticks and fans, mini whiteboards)
- Use speaking and listening talk partner activities with thinking time
- Use the wider environment to inspire learning
- Provide opportunities for literacy and numeracy skills to be applied in other subjects
- Support staff should be deployed to ensure all children can access the learning

Groupings

- Use a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs.
- Groups are very flexible and are based on continuous assessment of learning
- We 'cut away' groups to move children on quickly in their learning as well as broadening their knowledge through problem solving activities. Cut away groups are also used to address gaps and address misconceptions. Give children ownership to decide which stage they are at in achieving the learning intention
- Effectively differentiate activities in order to best meet the learning needs of each individual

Inclusion (See Inclusion Policy)

- Epsom Primary School is committed to an inclusive education for all. Please refer to the school's inclusion policy for a detailed explanation of how this is achieved.

Quality Feedback (See Feedback and Marking Policy)

- Assess and deepen understanding through questioning
- Share and analyse examples of work against success criteria
- Mark work constructively and provide planned opportunities for improvement
- Set challenging targets and monitor progress

The supportive learning environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which high expectations are held for all pupils. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self esteem in children. The essentials of positive self esteem are:

- **Belonging:** each child has a contribution to make, we value and encourage these
- **Aspirations:** every pupil is encouraged to work towards high goals. Teachers express high aspirations for themselves and all the children they teach
- **Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised
- **Challenge:** acquiring coping strategies are an important part of development and learning. Children are taught to take risks, to build resilience and learn through mistakes.
- **Success:** teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture. Praise is focused on effort and progress rather than ability.

In addition, we develop children's learning attitudes by focusing on the following learning behaviours: Showing Resilience, Being Resourceful, Being a Risk Taker, Being Respectful, Being Reflective, and using Reasoning.

There is a Learning Behaviour 6R display in every classroom, which includes pictorial or physical representations of the characters and the words they represent. The children are encouraged to articulate their learning at the end of each session and reflect on how they can improve in their learning. Alongside the Learning to Learn display, we have scaffolded sentences to support children in articulating their learning coherently.

Every week, a child who has demonstrated a 6R particularly well is chosen from each class, through discussion with the children, and this is celebrated in Achievement Assembly.

We create a supportive learning environment by:

- Encouraging a 'can-do' culture – getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness.
- Providing a visual timetable that is shared with all learners at the start of the day
- Provide opportunities for success by pitching lessons appropriately
- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.
- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Using the WAGOLL teaching strategy to make it clear to children 'What a Good One Looks Like'. Work should be annotated so that key successes are visible for children to see.
- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions
- Making expectations and boundaries clear by describing the behaviours we want and challenging all inappropriate behaviours
- Allowing children time to respond to their marking and recognise their next steps.

Early Morning Work

The doors open to children at 8.35am and all children are expected to go straight into the classroom to respond to their marking from the previous session. Children will then complete their Early Morning work in their morning book and check that they have the correct equipment with them. Details of Early Morning work can be found in the appendix along with the checklist.

Classroom organisation

At Epsom Primary School, we follow a Generic Classroom Structure (appendix 2 and 3). The organisation of the classroom, resources and pupils is of paramount importance if significant and purposeful learning is to take place.

Classroom resources

Resources are stored in easily accessible places, labelled where necessary, with a system manageable to both children and teachers for distribution and collection. The system used should encourage pupil independence and initiative.

Classroom routines and systems

Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.

- Children enter the classroom in an orderly, quiet manner ready to start the lesson.
- Lessons start and finish promptly, with children moving quietly round the school to their next lesson if necessary.
- If children are moving around the school in groups, children must be led by an adult.
- No member of staff or child addresses a group of children before they have the full attention of the group.
- Each teacher adheres consistently to the school's behaviour policy.
- Personalised reward systems are in place within each class (refer to the school's Behaviour Policy for more detail).
- Children must address all staff by name eg Mrs Smith and not by 'Miss ' or 'Sir'

The Curriculum (See subject policies)

- Learning intentions from the Early Learning goals and new National Curriculum underpin a broad, balanced and engaging curriculum. We employ a cross curricular approach to learning that makes learning a more meaningful, motivating and engaging experience for all pupils.
- Teachers plan opportunities for the children to explore their learning and develop fluency and reasoning in a range of problem solving contexts.
- Well planned topic themes enable and encourage links with home and the community supports children's independent and group learning skills and provides a variety of opportunities for pupils to learn using a range of learning styles.

- Literacy is the driving force in all topic themes and high quality texts with topic links are used to teach specific literacy skills.
- Maths is generally taught discretely.
- Themes are planned to enable teachers to embed the aims of SMSC and sustainability in a meaningful context.
- The medium term plan outlines the knowledge, key skills and attitudes to be taught in each term.
- Reading, writing and maths are taught daily with contexts drawn from the topic where appropriate. Subjects such as DT and Science may be taught as blocks where this provides a more cohesive learning experience.

Trips and visitors

Teachers should plan a minimum of one visit per term with a range of experiences being provided across the year as a stimulus to their teaching . . Teachers must obtain written permission from parents/carers before a child can go out.

Focus weeks/days

Throughout the year, we hold a series of themed events or projects that link to specific curriculum areas e.g. book week, keep safe week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to develop new interests, to practice transferable skills and to work collaboratively and independently to develop positive learning attitudes.

Presentation of work

At Epsom Primary School we have high expectations of presentation and actively encourage all children to take pride in their work. Children are taught cursive handwriting, modelling the teacher's writing from the board. When a child is able to join legibly and consistently they are given a pen licence and are then able to use a pen in all subjects with the exception of Maths.

Presentation guidelines are stuck in each child's book. All work is dated and learning intentions are recorded at the beginning of a piece of work. Headings are dated and underlined using a ruler. For children who struggle or take longer writing the date and learning intention, a label is stuck into the child's book at the start of the session, with this written on already.

Book covers are clean, clearly and accurately labelled with name, subject and class (and book number if appropriate). All books are covered in a plastic cover. The finished work is the highest standard that the child can achieve.

Planning

Excellent subject and pedagogic knowledge should underpin effective planning of challenging learning intentions based on accurate assessments. Teachers are responsible for the long term, medium and short term planning of opportunities which enable learners, in relation to their starting points, to achieve the highest possible standards. This requires a thorough knowledge of each individual in the class: prior attainment, progress towards targets, learning needs-ISPs, language stage etc. Where possible, pupils should be involved in the planning process; this will improve motivation and engagement.

Interventions and use of additional staff should be planned and address gaps straight away, to maximise impact on learning.

Long terms planning

Long term intentions are mapped on a creative curriculum overview that highlights the skills to be taught for each subject. Coverage of skills should be highlighted each half term and monitored by subject leaders. These are shared with children, parents and available on the school website.

Medium term planning

Medium term planning is uploaded into planning files and include:

- Learning outcomes taken from the new National Curriculum and specific learning intentions related to these
- Learning objectives in maths grouped together to allow for fluency and depth.
- A brief description of tasks/activities including differentiation
- Specific skills for each week for each subject of the creative curriculum taken directly from the skills progression and schemes of work
- Each Learning Journey will have a copy of the terms overview to highlight cross curricular links.

Weekly planning

Weekly plans include learning intentions, success criteria, activities, organisation/differentiation, use of adults, resources, key questions and assessment.

These can be found on the shared area of the computer network in the planning folder.

Learning intentions

The effective use of learning intentions improves pupil motivation and achievement. It is imperative that children know what they must focus on and what they need to do to be successful in the lesson. To be effective, L.I. need to be:

- Should be taken from medium term planning. They may also take account of curriculum targets.
- Should be decontextualised – focus on the skill not the content
- Based on prior learning – the link between current learning intentions and previous or future learning should be made more explicit
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- Written as the title where possible
- Marked against-children need to know where they have met the L.I.
- Short term and focused within a lesson, but may form part of a longer term objective e.g. to punctuate correctly may be broken into learning steps

Success criteria

The success criteria are the stepping stones to meeting a learning intention; they show pupils how to be successful in a task. Where possible, children should be involved in designing success criteria and evaluating their work against these.

For maximum impact, success criteria are:

- Short, clear and concise
- Most effective when generated or contributed to by children, but must be known by teachers first
- Constantly referred to – at the start, during and as an assessment tool at the end of a lesson
- The same for all-differentiation by supported activity
- Based on models of good work which are used to generate or exemplify the success criteria
- Used by teachers and pupils to evaluate and improve work including the use of self and peer assessment.
- Evidenced in learning. Pupils from end of Y1-Y6 should be expected to demonstrate where they have met the S.C. Teachers model this process in the EYFS and Y1.

Home Learning opportunities (see Home Learning Policy)

Home Learning has a key part in consolidating and extending children's learning. Teachers are responsible for setting and marking Home Learning in line with the school policy. Children are expected to read every day and for all parents to comment and sign their child's Reading Record on a daily basis. All parents are asked to sign a home learning contract at the start of the year to agree that they will support their child with their Home Learning and provide a suitable and calm area in which their child should complete it. Teachers are expected to monitor the support parents are offering their children with home learning and reading.

Teaching Assistants

Each class has an assigned teaching assistant; teachers are responsible for the effective direction and deployment of TA's to support learning. Teachers hold weekly planning and feedback meetings with TA's and are responsible for ensuring learning intentions and activities are clear. T.A.'s should work with a variety of children across the week and many are trained in the implementation of second and third wave intervention programmes.

ILSAs

In some classes, children may need 1:1 support from an ILSA (Independent Learning Support Assistant) . These children may have a statement or a specific behavioural need. ILSAs are encouraged to work with small groups within the classroom with the child they are supporting.

Specialist support

Additional support is provided so all children can access the learning within lessons and fulfil their potential. Support may be given to pupils with special educational needs, to pupils who speak English as an additional language or to those with a specific gift or talent. (See inclusion policies)

Extra-Curricular Activities

We provide a variety of activities to support and enrich learning; these include pre and after school clubs. We also run clubs during lunchtime, which are ran by support staff or Lunchtime Supervisors.

Working with parents

Parents and carers are vital to, and considered as partners in children's learning and progress: we strive to involve them.

As children begin at Epsom Primary School, they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Nursery/Reception class. Parents are provided with important information and meet with senior staff and the Headteacher, as well as the child's class teacher. They also receive information about helping their child/ren with early literacy and numeracy skills.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents are also invited to Parents Evenings in the Autumn and Summer term to discuss progress, gaps in learning and future targets.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss key learning and may fall behind. Parents are asked to inform the school of any absence on the first day so that we know they are safe at home.

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. All school helpers are required to complete a CDR Declaration along with a DBS clearance before starting work .

Professional development

Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to be the 'chief learners', attending courses, observing good practice, building and disseminating knowledge and best practice. Weekly training sessions and inset days are used to disseminate best practice in teaching and learning.

The role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Head teacher's report to governors as well as a review a review of the in-service training sessions attended by staff.

Monitoring

The Senior Leadership Team are responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current developments and for providing a strategic lead and direction in the school. The SLT are responsible for school self evaluation and use monitoring and evaluation of teaching and learning to identify the strengths ad weaknesses in the school.

Equal Opportunities

Our aim is that every child is given the opportunity, and support, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.