

St. Andrew's CEVC Primary School, Great Yeldham

# **POLICY FOR THE QUALITY OF LEARNING AND TEACHING**



Reviewed Autumn 2010  
by Maria Trappitt

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## Rationale

Learning and Teaching is the purpose of our school. It is the method through which we deliver a broad and balanced curriculum that challenges all the children. This document lays the foundations for the whole curriculum, both formal and informal and is the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of our school.

The governments '*Every Child Matters*' and the five ECM aims to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

is the essential philosophy by which all learning and teaching procedures are implemented.

This policy seeks to explain the process of planning and is also intended as support for staff in their planning and delivery of the curriculum.

Our belief in the uniqueness of each child has led us to develop this model for this school's curriculum to avoid the possible trap of making the child fit a curriculum and not the other way round. This policy supports a cross-curricular approach to learning and will deliver much of the Foundation Stage Curriculum, National Curriculum (NC), Excellence and Enjoyment and Every Child Matters (ECM) through integrated Themes, which reflect the child's first 5 years of learning in the home and pre-school environment. We believe that teaching in this way ensures a more natural transition from home to school and allows us to build on to positive attitudes about learning in the Early Years at school. Continuing this approach throughout the primary years helps make learning meaningful and puts it into interesting and stimulating contexts. It helps children make the connections between one area of learning and another very effectively and it develops a sense of ownership which is crucial for quality learning to take place.

## **Aims**

At St Andrew's CEVC Primary School we undertake to:

- raise levels of attainment for all pupils, enabling them to achieve their personal best;
- develop confident, disciplined and enquiring learners, able to make informed choices;
- foster a love of learning;
- foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others;
- to be fully involved in and feel ownership towards their learning and behaviour;
- facilitate considerate and positive relationships between all members of the school community;
- ensure equal opportunities in relation to gender, race, class, special needs and belief;
- value and respect all cultures;
- provide a safe and happy work place;
- promote a thoughtful attitude towards the immediate and wider environment.

## **Principles of Learning and Teaching**

St Andrew's is a fully inclusive school which aims to meet the needs of all our pupils whatever their abilities or disabilities. We see Learning and Teaching as a process of co-operative teamwork and welcome and encourage the involvement of parents and others in the community, in and around Great Yeldham.

## **Responsibilities**

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work toward the school's aims by:

- valuing children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;

- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviour and work.

**Teachers** work toward the school's aims by:

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement;
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude;
- ensuring that learning is progressive and continuous;
- being a good role model – punctual, well prepared and organised;
- meeting the requirements of the National Curriculum and Excellence and Enjoyment;
- maintaining up-to-date subject knowledge;
- having a positive attitude to change and the development of their own expertise;
- establishing links with the local community, including industry, to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- working collaboratively with a shared philosophy and commonality of practice.

**Pupils** work toward the school's aims by:

- being punctual and ready to begin lessons on time;
- being organised – bringing necessary kit, taking the weekly newsletter and letters home promptly, returning reading books regularly;
- conducting themselves in an orderly manner in line with the school's behaviour policy;
- taking growing responsibility for their own learning.

**Parents** work toward the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep;

- ensuring their child attends school regularly, avoiding holidays during term time;
- ensuring that their child comes to school feeling confident and positive;
- ensuring that their child arrives at school punctually and regularly;
- sharing with the teacher any problems in school that their child is experiencing;
- supporting their child by attending Open Evenings and other meetings;
- supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit;
- agreeing to the Parent/Child/Teacher contract concerning their child's behaviour;
- agreeing to, and supporting, the school's homework policy;
- attending all medicals and health interviews when invited;
- responding to newsletters and letters sent home from school;
- informing the school of reasons for their child's absence;
- informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour;
- supporting extra-curricular activities, such as visitors to school, concerts, visits and other events.

**Governors** work towards the aims by:

- regular visits to oversee the delivery of their scheduled subject;
- reporting to the Head teacher and teachers;
- reporting to the curriculum sub-committee;
- reporting to the Full Governing Body

And as detailed in the Governors' Document:

- to receive reports from the head teacher and/or the teacher Governor;
- to attend INSET;
- to receive reports from the Premises Officer on relevant issues, in particular Health and Safety, and to follow up any relevant issues;

- to promote and ensure at all times equal opportunities in relation to race, gender, class and belief;
- to promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

### **Procedures**

Our school curriculum is based upon a cross curriculum (themed) Long Term Curriculum Plan (LTCP), which is designed to ensure a broad and balanced curriculum, in line with the National Curriculum and Excellence and Enjoyment documents. The LTCP is skills based and led by the National Curriculum and National Primary Strategies (NPS). We have developed a two year rolling programme for both Key Stages.

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers are encouraged to make spontaneous links, according to special events or planned curriculum weeks, which ensures continuance of coverage and continuity of the curriculum. The curriculum map is designed to make links across all areas of the curriculum where ‘umbrella concepts’ (themes), half-termly in KS1 and termly in KS2, are established and followed. Appropriate time is allocated to each subject with some flexibility for extension work.

### **Classroom Management and Organisation**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs. Children enter school at different stages of development.

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc);
- one to one learning with an adult or more able pupil;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning;
- individualised work;
- personalised learning.

All areas of the learning environment will be planned for including the outside zoned 5 continents i.e. Australasia, Asia, Europe, Americas and

Africa areas, in order to ensure opportunities for a range of practical activities which will develop appropriate skills, concepts and knowledge.

The SENCO, higher level teaching assistants (HLTA) learning support assistants (LSA) and external agencies will be organised to support children with Barriers to learning and Participation (BLP), as outlined on their Individual Education Plans, and where appropriate the very able, talented, gifted and gifted and talented.

Classroom help is available in:

- the form of HLTA and LSA, deployed at the discretion of the class teacher and head teacher;
- volunteer helpers, including parents, grandparents and carers, assist in the classroom, on visits and school outings, and other activities;
- secondary school pupils are accepted on work practice and students on teaching practice.

### **Learning Strategies**

The emphasis of our Learning and Teaching Policy is on firsthand experience and we encourage children increasingly to take control of their own learning. 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. At St Andrew's CEVC 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.

These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- asking questions
- practical exploration and role play
- retrieving information
- imagining
- problem-solving
- making choices and decision-making

- identify audience
- reasoning
- thinking
- peer monitoring and marking

Excellence is celebrated in display and performance. For example:

- each child is given an opportunity to have work of individual high standard displayed at some time in the school year;
- sustained effort including drafting and reworking as appropriate is encouraged to enhance standards;
- school events such as Christmas shows are seen as opportunities for all pupils to demonstrate their own best performance;
- pupils are encouraged to believe that any exhibited work should represent their highest standards of personal achievement;
- termly class assemblies to celebrate achievement.

<b>Teaching Strategies</b>
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In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- individual targets for literacy and numeracy;
- diagnostic marking and feedback with ‘Assessment for Learning practices’ ;
- provision of an integrated curriculum both inside and outside the Reception classroom;
- the development of close links between Foundation Stage and the pre-school;
- the involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Foundation Stage and KS1 and KS1 and KS2;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;

- demonstrating high expectations;
- providing opportunities for reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- provide all children with opportunities for success;
- use a range of communication strategies ~ verbal and non-verbal.

Teachers will use a range of strategies in any one session. Activities should show a balance in terms of individual, group and whole class work.

### **Differentiation**

Teachers will differentiate the curriculum by:

- task
- outcome
- teacher / adult support
- resources/learning aids

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for differentiated teaching. Reference will be made in weekly plans to identify the needs of individuals, where appropriate.

### **Resources**

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist and shared resources will be stored in the central resource area will be regularly audited by the curriculum leader. The resources manager or head teacher will replenish consumables as necessary. Curriculum leaders will raise these orders and office staff will make the order. Staff may contact curriculum 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.

Classroom resources are the responsibility of classroom teachers who ensure that:

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- all children know what they must not touch for reasons of safety;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Time is a resource that we value. To maximise its use:

- in the early years children's time is carefully organised by the staff;
- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- time wasting is reduced by ensuring that tasks are made specific and clearly defined.

All children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

Information and Communication Technology is a major resource which is used across the whole curriculum. (See ICT Policy and individual subject policies for details.)

The Library is a valued resource, run by pupils and staff.

<b>Homework</b>
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- parents will be given guidance on the nature of tasks;
- children are encouraged to work at home on a regular basis;
- homework may involve parent and child completing tasks together (e.g. survey, or a particular TV programme);

- children may have multiplication or spellings to practice at home, as appropriate;
- homework tasks will be given to children to help them prepare for life at secondary school;
- further practice in basic skills (e.g. handwriting) may be set at the discretion of class teachers.

### Planning, Progress and Continuity

Planning is a process in which all teachers are involved, where:

- the foundation for curricular planning is the **School Improvement Plan (ScIP)**, developed through a process of collaboration between staff, parents and governors;
- a LTCP ensures full coverage of the National Curriculum;
- a wide range of schemes and resource materials are used to support planning;
- work plans (MTP) are drawn up by individual teachers for each half-term and monitored by the curriculum leaders and head teacher;
- regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards;
- the school manages the National Primary Strategies ensuring Literacy and Numeracy have appropriate cross-curricular links with the rest of the curriculum.

Curriculum Leaders have a variety of roles. They:

- take the lead in policy development to ensure progression and continuity in their subject throughout the school;
- analyse SATs results;
- support their colleagues in their development of detailed work plans and implementation of the LTCP, and in assessment and record keeping activities;
- monitor progress in their subjects and advise the head teacher on action needed. For example, by reviewing planning documents, pupil outcomes and standards of attainment;
- take responsibility for the purchase and organisation of central resources for their subjects;
- are given release time to allow them to support colleagues in the classroom, including lesson observations;

- are expected to keep up-to-date through reading and attending relevant courses;
- are expected to be involved in arranging for school-based in-service for their subject and for other staff to attend relevant courses.

Feedback to pupils about their own progress is achieved through response to work. Effective responses:

- may be verbal or written;
- aims to help children learn, not to find fault, and comments aim to be positive and constructive and is achieved through diagnostic marking and peer assessment;
- can be done while a task is being carried out through discussion between child and teacher;
- be objective led through agreed ‘success criteria’ to enable a child to assimilate a limited number of corrections and development at one time – this will vary according to age and ability.

Cross phase continuity is ensured by:

- regular liaison between “Acorns” pre-school unit and the Foundation class teacher, and between teachers of Year 2 pupils and teachers at Key Stage 2;
- regular liaison meetings between teachers of Year 6 pupils and those from prospective secondary schools;
- visits by Year 2 children to Key Stage 2 classes, visits by Key Stage 2 pupils to Key Stage 1;
- regular CVC curriculum leader liaison meetings at Hedingham School for Literacy, Numeracy, Science and ICT;
- visits to secondary schools by Year 6 pupils;
- transfer of pupils records of progress and summative assessment results.
- Maths, English, Science and ICT transition units are planned by primary and secondary teachers for year 6 pupils.

<b>Assessment, Recording and Reporting</b>
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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. Formative assessment is

mostly carried out informally, by teachers, in the course of their teaching. Suitable opportunities for assessment include:

- discussion of progress, by using the pupil targets;
- individual and group presentations to the class;
- small group discussions, perhaps in the context of a practical task;
- short tests in which the teacher gives questions orally and pupils write answers (e.g. spelling and mathematics);
- specific assignments for individual pupils;
- individual discussion in which children are encouraged to appraise their own work and progress;
- individual written work;
- peer assessment.

Records of progress kept for each child are:

- frequently noted, in areas like reading, mathematics;
- updated half-termly and kept in a 'progress book' and are given a national curriculum levelling to ensure continuity of progress;
- pupil summative assessment for each curriculum area;
- examined by class teachers at the start of each academic year as they prepare for a new class, linked to analysis of SATs results in the Summer term;
- retained throughout the child's time at the school and passed on to secondary school when pupils leave.

Reporting to parents is done termly through parent's evenings and written termly reports. Parents are made aware that:

- parents evenings are held during school twilight periods;
- they may meet their child's teacher by appointment at any other time, or without an appointment at 'Class teacher surgeries' to discuss particular concerns;
- computers are used for the compilation of written reports, which are sent to parents each term for Literacy and Numeracy and a full report in the Summer term.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (Years 2 and 6) through the use of SATs and Teacher Assessment. This process is moderated by the Essex Education Authority. On completion of this activity:

- results of individual pupils' assessments are made available to the parents concerned;
- the overall statistical profile (but not individual results) is made available to parents, governors, LEA and national government.

<b>Monitoring and Evaluation</b>
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The curriculum and pupils progress will be monitored through the 'yearly monitoring cycle'. Areas identified in the ScIP will form the focus for monitoring in most cases. Foundation Stage Profiling, KS1, KS2 and optional SATS will be fed into Target Tracker to provide individual and challenging targets. Target Tracker will be used to check the progress of individual pupils throughout the year. The monitoring process is assisted by the following:

- all reception pupils will be screened using Foundation Stage Profiling, with an additional baseline on entry;
- year two pupils will be screened for Mathematics, English and Science using teacher assessment;
- year three, four and five children will be screened for Mathematics and English using the optional SAT's.
- year six children will be screened for Mathematics, English and Science using the Key Stage 2 Statutory Assessment Tests.
- pupil's work will be monitored and moderated half termly across the curriculum;
- each curriculum area will be monitored through book scrutiny, lesson observation, monitoring the environment, monitoring STP and pupil interviews by the curriculum leaders and/or head teacher;
- all monitoring will be a source for discussion and evaluation.
- all monitoring and its evidence will support the school's self evaluation process and termly visit by the Local Authority School Improvement Partner (SIP).

Reviewed by M Trappitt – **September 2010**

Shared with staff **September 2010**

Shared with Governors **November 2010**

Review date – **September 2013**