

Parklee Community Primary School Teaching and Learning Policy

School Mission Statement:

At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills.

Rationale:

At Parklee Community Primary School it is the aim to make education part of a lifelong process of learning. It is the belief that school is a learning environment for everyone that works here. Teaching and learning builds upon a process of co-operative team work including pupils, teachers, support staff, parents, governors and others in our wider community.

The Curriculum:

The school follows the 2014 National Curriculum content and framework of skills and knowledge expected at each key stage level. It details expectations in key stages 1 & 2 and the EYFS across the academic year.

A cross curricular approach through 'Topic' teaching ensures enriched, engaging, exciting and extended opportunities for the provision of skills, knowledge and understanding within the National Curriculum.

Learning through questioning and context underpins our curriculum. We believe that context is vital to the development of the child and helps stimulate creativity and imagination. Questioning allows our children to communicate what they see, feel and think through a variety of processes and media. Embedded in all our topics are learning outcomes for core and foundation subjects.

Habits of mind are thoughtful behaviours demonstrated through the attitudes and dispositions we bring to learning. They allow us to cope with a complex and changing world. They are powerful tools we can use to intelligently navigate moral, ethical and spiritual encounters. (*Refer to Appendix 1*)

Language and communication is very much at the heart of children's learning. It is central to the social and emotional development and is the main instrument to learning across the curriculum. The ability to communicate gives children the capacity to participate fully in society. We embrace language and communication in its widest sense and the teaching of our English curriculum reflects this.

Mathematics is an integral part of the world. It provides a means of communication which is powerful, precise and unambiguous. Mathematics is about processes. Learning to think in mathematical terms is an essential part of education.

Science provides a process of developing scientific attitudes, skills and knowledge, which enables children to explore, question and understand the world, themselves and other living things. Science and the aspect of learning (understanding the world) in the EYFS enriches the development of each child and exploration begins long before a child enters school at school age. Parklee aims to build upon experiences and develop skills, attitudes and concepts that enable scientific exploration and through this develop skills and attitudes.

Assessment:

This falls broadly into 2 areas:

- Assessment for Learning (AfL)
- Tracking the progress of individuals and groups.

Assessment for Learning:

Teachers and support staff continually assess understanding within lessons through a range of strategies including; questioning, self and peer assessment, learning conversations and target setting. Feedback both oral and written is given to learners during lessons and through the marking of books. *(Refer to marking and feedback policy)*

Targets provide clear next steps for children's learning. Self and peer assessment are valued strategies, which enable pupil's involvement and ownership of their own learning and progress.

Next steps marking (Fix-its and challenge) is an expectation and is embedded throughout the school.

Assessment to track progress:

- A clear and robust cycle is established in the school to support the robust tracking of progress of individual children and vulnerable groups.
- Challenging targets are set at the beginning of the academic year and agreed in partnership with class teachers and members of the Senior Leadership Team (SLT) through performance management/ appraisal mechanisms.
- Targets are set against attainment data from the previous academic year and against expected milestones of progress in both key stage 1 and 2. This enables identification of children who need to make accelerated / rapid progress in order to reach 'expected' end of year milestones.
- Children are assessed on entry into year groups and at key times throughout the academic year. Targets are then set for children and these are communicated with parents / carers at parents' evening and through the use of the school journal.
- Pupil Progress Review Meetings (PPRM) are carried out each term with class teachers and the head teacher, deputy head / SENCO. Identification will then take place for any intervention strategies to be implemented for the next half term and phase of learning.
- Progress is reviewed termly using a range of formative and summative assessments.
- The academic year assessment cycle completes in June.

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- A robust moderation and analysis of progress of specific cohorts and significant groups is made by the head teacher and SLT.
- School reports to parents are issued in July.

Planning:

Effective and robust planning and assessment systems and the delivery of a contextualised, broad and balanced curriculum aim to ensure the inclusion and achievement of all children at Parklee Community Primary School.

Planning is structured as follows;

- The skills and knowledge outlined in the Revised National Curriculum 2014 (Long Term Plans)
- Medium term planning
- Weekly Planning – broken into daily plans.

Subject leaders and SLT monitor planning.

Long Term and Medium term;

- Teachers plan the year through Topics which include the year group expectations around skills and knowledge, reflect pupils' interests and capture rich and meaningful learning opportunities.
- Mathematics follows the 'Busy Ants' Maths programme of work in addition to regular planned opportunities for application of skills across the areas of maths and the curriculum. (*Refer to maths policy*)
- English is taught through a text based approach with meaningful opportunities for reading, along with promoting the love of reading, and writing for a purpose. Teachers ensure that a range of genres are covered throughout the year groups and key phases. (*Refer to English Policy*)
- Letters and Sounds are taught from nursery to year 2 through a daily phased programme.
- Within their phases and year groups, teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes.
- Links between curricular areas are made explicit. They include experiences and outcomes reflecting challenge questions, 'Habits of Mind' and healthy lifestyles (PSHE).
- Opportunities for learning outside the classroom are explored within Topics to deepen learning. This includes educational visit were appropriate.
- Opportunities are established for display, assessment and the celebration of children's work.
- Teachers utilise the detailed medium term plans provided in the Busy Ants Maths SOW.

Short Term;

- Teachers provide weekly / daily plans for both English and Maths.
- Learning objectives and success criteria are identified and demonstrate clear differentiation for groups and individuals within the class.
- Deployment of additional adults in the class is made explicit.
- Weekly plans identify independent activities and guided sessions.
- Plans demonstrate evaluation through annotations and notes.

Record Keeping:

Class teachers are responsible for keeping up to date planning folders which include the following information:

- Class lists / group lists
- Tracking information – attainment information and targets for individual children including Pupil Premium and SEND
- Health care plans – were appropriate
- Policies and procedures - were appropriate
- Curriculum overviews
- IEPs

Class teachers are responsible for regular AfL practices and the marking of books in line with the school policy.

Communication:

Within school

- Teachers are expected to regularly share and discuss record keeping information, books and planning at phase meetings.
- Pupil targets, progress and attainment is monitored discussed regularly with the head teacher, SLT, subject leaders and leaders with responsibility for performance management.
- All class teachers carry out a 'Handover / Transition Meeting' at the end of each academic year, or when required to, to communicate record keeping and planning information with the receiving teacher.

With parents and carers

- School staff are in the playground at the start and end of each day to encourage informal communications.
- The school journal is used for communication as and when necessary.
- The curriculum overviews and all relevant policies are easily accessible on the school's website.
- Homework and welcome to year group meetings are held in September. Parents are given information booklets to relay important information and expectations for their child's learning journey throughout school.

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- Parents' evenings' provide opportunities and an exchange of dialogue around children's targets for the year and their progress towards these targets. Parents are encouraged to come and take a look at their child's books at least once a term. Parents in the EYFS are encouraged to look at pupils books on a fortnightly basis.
- Annual reports go home at the end of each academic year. Parents are encouraged to meet with teachers and staff working with their child to discuss the report at the summer term Open Evening.

With pupils

- Fix-its and Challenges are embedded elements of all lessons. Pupils are expected to engage with, reflect upon and respond to opportunities to improve their own learning.
- Regular meetings are held to ensure pupils have the opportunity to exercise their pupil voice.
- A school council made up of elected representatives from Years 1 to 6 is established at the start of each year to provide a vehicle for pupil voice.
- Pupils are actively encouraged at all times to share thoughts, ideas and opinions in the day to day running of the school and wider school development.

The Learning Environment

It is the belief that Parklee Community Primary School provides its pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well-organised and well resourced. Displays are an integral feature of the learning environment and they are expected to celebrate children's learning and progress, reflect cultural diversity, promote mutual respect and support learning.

Learning outside the Classroom

It is an expectation that teachers, as part of the teaching and learning curriculum, explore and apply learning opportunities contextually outside of the classroom environment. We believe it is important to ensure that children know how to manage themselves safely in their local community.

Key to the success of this will be;

- The use of the playground and school spaces beyond the classroom as a learning resource.
- The use of the local community.
- Opportunities to travel on a range of public transport available in the local community.
- Providing opportunities to enrich, extend and apply school work through home learning.

Monitoring and Evaluation of the policy:

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The implementation of the policy will be monitored through:

- Learning walks
- Lesson drop-ins / observations
- Planning scrutiny
- Book scrutiny
- Pupil Progress Review Meetings
- Pupil interviews incl. questionnaires
- Parent/carer surveys and feedback
- Quality of the learning environment / displays

The policy is to be reviewed biannually by the SLT and the Curriculum Committee.

Policy Adopted: March 2015

Signed MARidsdale