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# Teaching & Learning Policy

**Approved** March 2015

**Review by** July 2017

## Teaching and Learning Policy

### **Our vision:**

All children are equipped with the skills and attitudes to embrace the changes, challenges, successes and experiences that the future might bring as global citizens, taking into account their different starting points.

The strands that underpin our learning are:

- The development of Kaleidoscope, which gives children self-belief and allows them to take sensible risks whilst not being afraid to make mistakes, allows them to bounce back and builds resilience and self-esteem.
- Sport, which builds team spirit, competition, determination, community spirit and well-being.
- The Arts which allows our children to understand and celebrate our own culture, history and creative expression. It provides enrichment, knowledge and skills and helps children pursue their own interests and make choices.
- Literacy and rich texts, which open children's imaginations and provide cross curricular themes and links for the rest of the curriculum.

### **Aims:**

We have high expectations for all members of the school community in their capacity as lifelong learners. This policy aims to ensure:

- An agreed range of practice in teaching and learning
- High standards of achievement by providing high quality learning experiences for all children
- A broad, balanced and challenging curriculum that motivates learning and is relevant for the children at Abbey Park Primary Academy

### **Government Guidelines**

Every state funded school must provide teaching and learning which:

*'Teachers make the education of pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils'.*

Teaching standards 2012

## Approaches to learning

At Abbey Park Primary Academy we know children learn best by:

Feeling good about themselves

Being healthy

Feeling loved, safe and secure

Being involved

Doing and exploring

Being outside

Our children drive our curriculum and in order for us to provide a high standard of teaching and learning we are committed to the continuous professional development of all members of staff. We ensure all stakeholders are fully equipped to meet the needs of all learners. Constant revision of the provision we provide forms part of our School Development Plan, and the Continuous Professional development of all staff.

Organisation of the Teaching and Learning:

- Children are registered in the year group of their age
- All planning is overseen by the Principal
- A cycle of monitoring and evaluation led by the principal includes weekly work scrutiny, pupil progress meetings, target setting meetings, classroom observations, internal and external moderation and appraisals for the performance of all staff
- Teaching staff take responsibilities for curriculum areas and monitor and evaluate standards and continuity and progression across the school
- Teachers keep abreast of developments, review policies and work alongside colleagues to both share and learn about good practice both internally and in other schools
- Support staff, who have areas of interest and skills, support teachers generally and in their key areas
- Children will be in mixed ability groups for most subjects but may be set for maths in year 5 and 6 and could be in an intervention group for targeted subjects
- Children are given equal opportunities in visits, swimming, clubs, access to curriculum milestones and assessment
- Homework is differentiated and sent home every Friday
- Study weeks take place over the year ranging from, Art, Keeping Safe, Science, Maths, Sport and Reading
- Class teachers have responsibility for the teaching and learning of their children irrespective of ability, creed or culture

- Teachers teach all subjects in the New Primary Curriculum but are supported by those who specialise in particular areas of learning and development such as music, sport and drama
- As we develop our Kaleidoscope programme, this will be taught by teachers as well as the Pastoral Support Manager, supporting the PHSCE curriculum

#### Teaching and learning expectations

- All class teachers are required to have very high expectations of all children
- All class teachers are required to follow all school policies
- All class teachers are responsible for writing the long, medium and weekly planning documents for their class
- All teachers are responsible for the teaching and learning of their class
- All class teachers are responsible for the classroom management and positive behaviour systems in their class
- All class teachers are responsible for the learning and progress of all groups of children in their class, including SEND
- All class teachers are responsible for overseeing the planning, teaching and learning of their PPA teacher and/or HLTA covering their class
- All class teachers are required to meet the 'teachers standards' and follow a full performance management and appraisal system with the Principal. This includes half termly observations and work and data scrutinies

### **Early Years**

Children in our Early Years follow the Early Years Curriculum, Development Matters and the Early Learning Goals. We follow three prime areas: 1) Personal, Social and Emotional Development 2) Physical Development 3) Communication and Literacy. Alongside this there are four specific areas of Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. Outdoor learning mirrors all aspects of the indoor curriculum. Some of the activities are child initiated, others are teacher led but all are extended and facilitated by key adults. The Early Year's team follow a table of continuous provision and work in groups in all areas. Children are taught as a whole class, small focus groups and individually. Alongside the continuous provision we teach discrete daily phonics, reading and mathematics. Progress and next steps are identified daily through observations, questioning and learning journeys.

### **Key Stage 1 and 2**

The Curriculum hangs on the rich and engaging texts that the children study in English lessons. These texts provide cross-curricular links for science and humanities. The long term planning for

Foundation subjects is based on the milestones from the Chris Quigley Full Spectrum Curriculum which is taken directly from the New National Curriculum. Core Curriculum subjects (Reading, Writing, Grammar, Maths, Science, Computing and RE) are planned for separately as well as through thematic studies. This is used as the basis for implementing the statutory requirements of the programme of study for all subjects (except for RE). Long term, Medium term and Short term planning is undertaken by the class teachers who ensure balance and progression across the key stages in consultation with Phase Leaders and under the guidance and accountability of the Principal.

Staff meetings are used to discuss the coverage of these curriculum subjects and to ensure consistency of approach, standards and expectations. Pupil Progress, work scrutiny and work moderation meetings take place half termly to check progress, continuity and progression.

## **Assessment**

WE recognise that children will achieve more if they are fully engaged with their own learning process, so they are encouraged to actively assess their own learning, determining for themselves, wherever possible what they need to learn next. Time is built into lessons for children to reflect upon their own work and their teacher's comments and to set targets.

Formative assessment, carried out by the class teacher is an integral part of their role and is used on a daily/weekly basis to inform future planning. It involves identifying and sharing with children their progress against teaching objectives and success criteria, determining what a child has already achieved and moving then on to their next stage of learning. Summative assessment takes place half termly and is based on Teacher Assessments as well as a variety of national tests.

## **Modern British Values**

Our belief for education at Abbey Park Primary Academy is that everybody should learn the knowledge, skills and values they need to prepare them for life in modern Britain. We promote the basic British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.

### **The principal will:**

- Lead the team, ensuring there is continuity, progression and consistency
- Monitor and evaluate planning
- Oversee the scrutiny of work, check pupil progress and monitor and evaluate standards
- Analyse progress and attainment and oversee the setting of targets
- Have high expectations of teachers and support staff
- Carry out the process of teacher performance management linked to teachers standards, staff CPD and triangulated with the School Development Plan

- Provide time to monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny, and scrutiny of teachers planning and assessment records
- Keep governors and stakeholders informed of standards in teaching and learning across the school
- Ensure there is continued professional development for all staff as required
- Ensure that there are sufficient funds to provide high quality resources that allow teachers to deliver an effective and engaging curriculum
- Encourage parents to be lifelong learners who are engaged with their child's learning both in and out of school
- Have high and communicated expectations that every adult on the school premises will set a good example as a member of the community
- Invite members of the outside community to share with children their knowledge and experiences as learners and community members

**Teachers will:**

- Know the new National Curriculum
- Be clear about the school vision and take ownership of it
- Plan, teach and provide excellent learning opportunities for all children
- Have a clear understanding of the objectives being taught and the success criteria that the children need and will share these with support staff and children
- Provide balance and variety within the classroom of content and organisational learning opportunities for the children
- Assess and plan a balance and variety within the classroom of content and organisational learning opportunities for the children
- Assess and plan for the specific needs of the children within their own class whilst adhering to the progression laid down in the new National Curriculum
- Plan for well-paced lessons which drive learning forward and use Chris Quigley's Essentials and the New National Curriculum for teaching as their basis for all subjects
- Link most learning to the half termly text or texts in literacy and use this as a cross curricular link
- Plan for the use of IT to enhance teaching and learning
- Ensure consistent high standards within the classroom

- Set an example by modelling positive relationships amongst staff and volunteers and parents in school
- Inform parents each term about the aspects of the curriculum the child will be learning next by producing a termly Curriculum Newsletter to be displayed on the school's website
- Communicate with parents about their child's progress
- Set homework weekly appropriate to the age and ability of the child
- Involve children in self-assessment
- Use target setting (APP for now) and other assessment procedures to track the progress and learning needs of all children in their class
- Enable children to share achievement through displays and class assemblies
- Ensure children are aware of the purpose of their learning
- Adapt planning, taking into account the interests and learning styles of different children
- Have an up-to-date working wall in the classroom that supports learning in Maths and English
- Use LO and SC that ensure progression and appropriate next steps for each unit of work
- Ensure that English skills are assessed through a weekly writing task
- Provide children with time in the lessons to respond to marking comments
- Have a designated reading area within the classroom
- Follow appropriate policies of handwriting, presentation, calculation and behaviour

Parents should:

- Help their children complete homework tasks set
- Attend parents evenings
- Keep up to date with new developments in education
- Support school by providing suitable clothes for PE and other activities

E Ford – March 2015

Adopted by governors – \_\_\_\_\_