

Wilden VA Primary School

A Church of England School



Vision Statement

The mustard seed, the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Matthew: 13, v 32

In partnership with parents, governors, St Nicholas Church and community, we strive to ensure all children are embraced and nurtured. Our creative curriculum teaches our children to be generous, loving, resilient, inquisitive and courageous: enabling them to flourish as they journey through God's ever changing garden of life.

Teaching and Learning Policy

1. Introduction

This document is a statement of the aims, principles and strategies for teaching, learning at Wilden VA Primary School. The school is part of St. Alban's diocese. It lays the foundations for the curriculum, both formal and informal and forms the context in which all other policy statements should be read.

It was developed through a process of consultation with teachers, support staff, governors and pupils. It is reviewed annually.

2. What is a teaching and learning policy?

The policy for teaching and learning is our vision in action and informing and supporting the best classroom practice. It will enable all children to make better than expected progress in every lesson taught and will ultimately raise standards throughout the school. All teaching staff are expected to have a clear understanding of the content of this policy and refer to it frequently. At Wilden VA Primary any effective teaching and learning is seen as the outcome of team work encompassing pupils, staff, parents, governors and other members of the community.

3. Aims

The school aims, within its Christian framework, to:

- Prepare children for a changing future by teaching them how to learn so that they become independent learners.

- Ensure children have skills, knowledge and understanding to prepare them for the next stage of their education and life.
- Establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
- Create a positive learning environment where success is celebrated but where it is also safe to make mistakes.
- Work to make the school a rewarding experience for everyone connected to it.
- Work in partnership with parents to encourage each child to reach their full potential in terms of academic achievement, social and emotional development, aesthetic appreciation and moral and spiritual awareness.
- Develop a child's curiosity to promote a life long love of learning
- Promote a good health and safety culture for all.
- Encourage children to be tolerant, understanding and sensitive to the needs of the local community and the environment and have an understanding of British values.
- Create a sustainable school for the future.

4. Strategies for teaching and learning

To ensure effective teaching and learning, the following must take place:

Wilden Core 10

1. We set high expectations around quality of work, presentation and behaviour for learning (be ready, respectful, safe).
2. We assess prior knowledge as well as attitudes, skills and habits, and plan teaching to build on this.
3. We display and make comprehensible to pupils: learning objective(s) and differentiated success criteria.
4. We make pupils aware of expected outcomes (long term): knowledge, skills for the module of learning/topic and show them examples of these (Key vocabulary/WAGOLLS/WILF).
5. We explain to pupils how current learning is a part of the wider learning journey and we encourage pupils to take responsibility for their own learning through targets and challenges.
6. We plan in collaborative work where pupils apply their learning and share their understanding.
7. We differentiate by success criteria, scaffolding, resources, questioning, modelling and support (teacher and TA), providing extension activities through star challenges.

8. We assess for learning by questioning, addressing any misconceptions, pupil self and peer assessing, reflecting on success criteria.

9. We give kind, specific and helpful feedback and share personalised targets: verbal and written, that move pupils on in their learning.

10. We praise pupils for their effort and achievements.

School Council feedback (18.09.19):

We want lessons that are fun and to have real life experiences; to learn in a different style to suit our learning, breaks to check our learning, positive language being used and praise for good work through comments or stickers.

5. The Curriculum

The curriculum of the school is based on the core and other foundation subjects of the National Curriculum in England; primary curriculum, other work including religious education and personal, social and health education, which gives the school its own distinctive character and ethos. Each area of the curriculum is reviewed annually by the subject lead.

Links between subjects is planned. Computing is used systematically to develop and enhance pupil's learning across the curriculum.

At Wilden VA Primary School, we want our children to become active, independent learners and offer a rich and differentiated curriculum that will enable every child to reach their potential. We provide a wide range of activities that will ensure educational development and provide opportunities for all pupils, including our more able and those with special educational needs, to challenge themselves and to make decisions about their learning. Some lessons are active lessons which helps meet the recommended 30 minutes of extra activity children should be doing in school every day.

The Early Years Foundation Stage document and the New National Curriculum underpin all our curriculum planning and delivery. All children take part in daily English (Shared reading/Phonics/Spelling strategies) and Maths activities and other subject areas are taught through cross-curricular themes. Teachers plan the children's learning using a wide range of resources and group the children in a variety of ways. At the beginning of every term, parents are informed about the curriculum which their child will be following so they can support this work at home.

Delivery of the curriculum

Teachers will use a variety of teaching strategies including whole class teaching, collaborative group work, pairs, individual work and some groupings across the school. For the majority of the time, teachers will teach all subjects to their class; sometimes external specialist teachers will teach the classes.

Teaching assistants work with all children in school to aid learning. They work alongside the teacher providing a planned programme of support for target groups, to reinforce or extend the learning objective. Voluntary helpers assist in the classroom and on educational visits. They work with and at the discretion of the class teacher to whom they are assigned. It is the class teacher's responsibility to explain planned activities to the helper.

Extra support for learners

Inclusion for all pupils is ensured through the appropriate differentiation of work and adaptation to the curriculum and resources. Effective learning opportunities are provided for all pupils by the setting of suitable learning challenges, responding to pupils' diverse learning needs and the overcoming of potential barriers to learning and assessment for individual and groups of pupils.

All children will have equal access to the curriculum. Teachers have high expectations of children and recognise and respond effectively to all issues relating to equal opportunities. Before school and after school club is accessible to all children. Staff will endeavour to help all children reach their full potential irrespective of race, age or ability.

Intervention groups run every morning and focus on phonics - Soundwrite and grammar - higher up the school. Further interventions are put into place in writing and maths if children are not meeting the expectations and teaching is adapted to meet a child's SEN. We put into place strategies to help children with specific learning difficulties such as sight problems, dyslexia.

More able pupils will generally be catered for within their class by use of a variety of extension activities- star challenges, by greater depth questioning and understanding and developing mastery.

Planning of the curriculum

Teachers plan their work using the connected curriculum approach; Maths and English are taught in the morning and foundation subjects are taught in the afternoon linked to the theme. Plans are personalised to meet the needs of the class and the mixed age range within the class. Planning takes place on a weekly basis during PPA time (Friday afternoons) to ensure consistency of practice and sharing of expertise.

Weekly plans encompass key areas such as specifying the lesson objective, success criteria, differentiation, particular focus groups of children and use of additional adults which will contribute to ensuring optimum learning.

Teachers' planning is monitored by the middle and senior leaders. Regular feedback is given to staff regarding planning.

Weekly CPD meetings are used to deliver training on various aspects of the curriculum ensuring consistency of approach and standards and focussing on school improvement priorities.

Subject responsibility - curriculum leaders

They have a clear action plan encompassing the vision statement. They take the lead in policy development and the development of schemes of work designed to ensure progression and continuity in their subject throughout the school. They support colleagues in the planning and in the implementation of the scheme of work, and in assessment and record keeping activities. They monitor progress and developments in their subjects and advise the head teacher on action needed in line with the school assessment and monitoring timetable. They take responsibility for the purchase (with the head teacher's permission) and organisation of central resources for their subject. They are given release time to allow them to support/observe colleagues in the classroom, and to monitor standards in their subject area and the teaching of their subject throughout the school. They monitor their subject area and ensure assessment has an impact on future planning. They are expected to keep-up-to date through reading and attending relevant courses.

Assessment

Assessment of Learning (summative assessment) and Assessment for Learning (formative assessment). AoL is planned in the year and there are three clear assessment points for each class. AfL is ongoing and present in every lesson. Teachers and learners work together to ensure that learners know how they are going to achieve their goals. The effective use of success criteria is a fundamental component of our teaching. Children are encouraged to play an active role in their learning and develop the skills to be able to assess themselves and understand how to improve. Teachers provide effective feedback to children and adjust teaching to take account of the results of assessment.

In English and Mathematics pupils are set targets. Each child has a writing progress book where, half-termly, a writing task is recorded and assessed. Pupils are clear regarding their next steps as shown in the front/back of their English and Maths books. Feedback to pupils regarding their progress is achieved through the marking of work.

Formal summative assessment is carried out at the end of each Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. This process is moderated by the local authority. On the completion of this activity: results of individual pupil's assessments are made available to the parents. The overall statistical profile is available for staff, governors and the local authority. An efficient tracking process is

in place. Reporting to parents is done on a termly basis in relation to pupil progress through face-to-face consultations and through end of year written reports. The school values parental involvement at every stage in the education process. They meet their child's teacher by appointment at any other time, to discuss particular concerns.

Monitoring of teaching and learning

Teachers are monitored throughout the year. A well-structured appraisal system underpins the drive for high quality teaching and learning across the school. A plan for monitoring the curriculum is agreed by the Senior Leadership Team. Observations are part of performance management whereby teachers are observed by the SLT. Observations/learning walks can also be carried out by a subject specialist as part of a focus in a particular curriculum area. Children's work is sampled and scrutinised carefully in line with expectations throughout the year by the SLT and subject specialists. Feedback is given to the staff encompassing areas of strengths and development to support improvement. Pupil progress meetings occur at regular intervals throughout the year in order to ensure children are making optimum progress. Any pupils not making better than expected progress are monitored closely to ensure interventions are meeting the pupils' needs.

Strategies for the use of resources

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 where 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. Children, teachers and support staff act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources. Central resources which are subject specific are generally the responsibility of subject co-ordinators. Stationery and consumable resources are ordered and managed by the office staff and stored centrally. In the selection and deployment of resources the best and most appropriate materials should be selected for the job in hand. Teachers and pupils should always have regard for environmental and economic factors including recycling and reduction of waste in line with the school's values. The school buildings, the school grounds and the local environment, including the local churches provide an invaluable resource for the teaching and learning relating to many aspects of the curriculum. Human resources, including parents, grandparents, local residents and visiting speakers make invaluable contributions to the learning process. Links with other schools, including secondary schools, local businesses and other organisations should be maintained and built upon whenever possible to broaden the school's involvement in the local community and the community's involvement in the school.

Time is maximised by encouraging the children to take control of their own learning, including their use of time. Time wasting is reduced by ensuring that tasks are made specific and are 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. The library is a very valued resource. Fiction and non-fiction books are maintained by each class teacher within the classroom libraries. Responsibility for the library arrangements is with a designated teacher.

This policy will be reviewed in the Autumn term of 2020