

Redwell Primary School

Learning, Teaching and Curriculum Policy



September 2017
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Aims of this document

- To guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- To promote consistency in the quality of teaching
- To ensure that all pupils have access to the same high quality of teaching and learning
- To ensure that all pupils make good or outstanding progress and achieve above national expectations

At Redwell Primary School we help all our children

- Achieve their full potential as rounded individuals prepared for the opportunities, responsibilities and experiences of the future
- Achieve high standards in all areas of the curriculum
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Be active contributors to the school and the wider community
- Respect themselves and others
- Value and care for others in the local community and the wider world
- Feel a sense of pride and belonging toward the school and community
- Respect, value and care for the natural environment
- Understand and accept the rights and responsibilities of being citizens of the future
- Learn about, value and enjoy our diverse society

To achieve this we will provide:

- A happy, healthy, safe, secure and values led environment
- High quality teaching across the whole curriculum
- A rich, challenging, relevant and engaging curriculum
- A wide range of extra-curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partner in the education of their children and the life of the school
- School leadership focused on continuous improvement
- Effective management systems which support the drive to raise standard

Good quality teaching and learning at Redwell Primary School is characterised by:

- High aspiration for **all** children so that their achievement and enjoyment is maximised
- High staff morale, motivation and teamwork where staff support each other in striving for the best
- Provide an exciting enquiry based curriculum
- Excellent teacher subject knowledge
- Plan, resource and direct differentiated learning activities that give support and issue challenge for all
- Effective planning of differentiated lessons which meet children's needs and interests, which promotes the development of core skills (Literacy, Communication, Numeracy, Computing) in **all** curriculum subjects and provides challenge
- A range of teaching strategies and resources that interest, encourage, engage and challenge pupils
- Children's involvement in their learning
- The provision of learning experiences outside the classroom
- Strategies that promote high standards of behaviour and engagement
- The effective use of the significant contribution of teaching assistants
- Engagement with parents including the provision of homework
- Keep agreed assessment records for all subjects which informs future planning and submit data termly to enable Pupil Data Tracking (reading, writing, mathematics and science) for SMT (Refer to assessment policy)

- Provide an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

At Redwell Primary School we affectively apply the 6 keys to good teaching:

Consistent use of:

Learning Objectives

Success Criteria

Learning Walls

Talk Partners

Modelling

Effective questioning

Good quality learning is characterised by

- Observable pupil progress
- Pupil engagement and motivation and their ability to focus and persevere with challenging tasks
- Pupils ability to work collaboratively and independently
- The development of skills
 - enquiry
 - problem solving
 - creative thinking
 - information processing
 - reasoning
 - evaluation
 - self- awareness
 - managing feelings
 - empathy
 - communication
 - innovation

Marking and Feedback

Outstanding marking at Redwell Primary School is characterised by:

- Completion on the day of teaching and at the latest before the child next sees the book. Children feel their work is valued and misconceptions can be addressed straight away
- Neat legible handwriting
- Children feeling involved in their learning and next steps, through self-assessment
- Marking against the “success criteria” and learning objectives
- Recording when a child has worked with a TA (TA marked and initialled and group size)
- Children responding to adults comments
- Time during the day for children to respond to comments and reflect
- Teacher marking completed in sky blue to stand out from children’s work

For further information, please refer to Assessment Policy

Presentation of Books

At Redwell Primary School we aim for the highest quality presentation in everything we do. We foster a sense of pride in our environment and work.

- Teachers continuously set a high expectation of presentation to children
- Teachers model high standards of presentation in marking, display/learning environment and when using white boards, modelling cursive handwriting
- All work is completed in five individual books - English, Maths, Science, Art and Learning Journals - and one class book – Spot of Learning
- The same high quality of work is expected in all books, including when being used for cross-curricular subjects
- For consistency, all subject books are of the same colour throughout the school
- Children's books are labelled electronically with the subjects, their name and class. Children should not write on the cover of their books
- Each piece of work is dated and headed by the learning objective and success criteria
- Pieces of paper stuck into books are stuck in straight and do not stick out from the side of the book
- Children write with a pencil or black handwriting pen, if their handwriting has reached a good standard and the pupil has received a pen licence
- Children may use rubbers to erase individual words or mistakes at the class teacher's discretion. Children may also use a single line to cross out work
- Rulers are used to underline and draw straight lines, including number lines
- In maths, children are to use one square for one digit which is modelled by the teacher

For further information, please refer to English and Maths non-negotiables.

Assessment

Assessment for learning

A range of strategies must be used to ensure effective AfL, including talk partners, use of mini-whiteboards, differentiated questioning, guided group work, Pause Points for self-reflection, self and peer assessment and marking. If, by the end of the lesson, it is clear the child has not met the learning objective, then additional teaching/intervention to address misconceptions can be put in place before the end of the day or planning can be adapted for the next day.

Making Assessment Judgements for Termly Pupil Progress Meetings

A range of ongoing formative assessments can be used to assess children's levels for termly pupil progress meetings. Work can be assessed using Target Tracker. Teachers make judgements in English, maths and science on the progress and attainment of pupils by referring to the Target Tracker statements. Judgements can be supported by White Rose and Testbase tests for maths, Rising Stars tests for mental maths and GPS, PIRA and Testbase tests for reading and Testbase tests for Science.

The level given must be a fair reflection of where the child has been working for several weeks and not a snapshot from one assessment.

Moderation

Cross year group moderation activities are planned during the staff meeting timetable throughout the year. Moderation also takes place as part of PPA and within regular year group meetings. Year 2 and Year 6 take part in moderation with other local schools and may be selected to be externally moderated at the end of the year.

Pupil Progress Meetings (PPMs)

PPMs are integral to assessing and monitoring learning and progress in school. A professional dialogue is conducted between by all teachers working within the year group, SMT and the Inclusion manager about the progress, needs and provision of individual pupils and groups. All new staff will receive training on attending pupil progress meetings.

Statutory Assessments

Years 2 and 6 complete the standard statutory tasks and tests and results are reported to parents at the end of the year. Year R children's end of EYFS profile scores are also reported. Pupils in Year 1 must complete the statutory Phonics screening. Pupils that fail the Phonics screening must be tested again in Year 2.

Learning Environment

A consistently high standard approach to the organisation of the learning environment is a key element to maintaining a high quality learning community where expectations are high and children make good or outstanding progress. Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range. This information gives clear expectations for the organisation of our learning environments which is essential for ensuring our pupils both develop effectively as independent learners and experience a smooth and progressive learning journey.

Each classroom should have:

English, Maths and Science displays

- There will be permanent English, Maths and Science working wall in every classroom. These displays should reflect and support learning in the current units of study and provide challenge to extend children's learning.

Reading area

- Contain a selection of books that are suitable for all reading abilities
- The reading area should be comfortable and inspiring, preferably carpeted and with cushions.

Theme/Topic display

- There will be a topic display in every classroom which should support and reflect the learning that is taking place in all subjects that link to the current year group's theme/topic.

Behaviour Code display

- The Redwell Behaviour Code and Steps to Success should be displayed from the start of the year and used for reference throughout the year. A Golden Time chart with pupils' names should be displayed and in use at all times. For further information, please refer to the Behaviour policy.

Values display

Presentation points display

Information Pack

- This should contain information about timetables, routines, groupings if required, pupil's medical conditions or individual needs etc. The pack should be displayed in place that is accessible to all members of staff.

Visual Timetable

- Displayed daily for children to refer to.

Clear written fire procedures

Resources

A variety of resources are available throughout school and should promote independent learning and be in good condition. Learning resources are located around school in the old KS2 staffroom, new staffroom or PPA room. Maths (with the exception of large Maths resources i.e. capacity and weighing equipment) and English resources are located within each classroom or year group area. Class teachers are responsible for classroom resources and subject co-ordinators are responsible for subject specific resources and resource audits.

All classrooms have interactive whiteboards. There are also a class set of laptops and I pads for each key stage. Visualisers are available to support learning in all year groups. ICT is central to the delivery of an exciting, motivating curriculum relevant to learners in the 21st century. As a school we support colleagues in developing the skills to use these resources effectively.

Homework

Each child is expected to read at home, with their parents at least three times per week. Throughout school we aim to work with parents in fostering a love of reading so children do not see reading at home as homework but as a relaxing and engaging hobby, in which they feel a sense of achievement.

Maths homework is set each week and is directly linked to the Redwell Primary Mental Maths Programme. Pupils complete a weekly mental maths test based on the maths homework. Class teachers may also direct pupils to complete homework from the MyMaths website which the school subscribes to.

Spellings are given from Year 1 to 6 and reflect the Phonic or spelling patterns that are being learnt that week. Pupils complete a weekly spelling test based on the Spelling homework.

Behaviour

Without good behaviour it is very difficult for children to achieve their full potential both socially and academically and get the best out of their experience in school. We are a values school and behaviour is rewarded and sanctions and procedures are clear.

Good behaviour is promoted through:

- All staff knowing and following the Redwell behaviour policy
- All staff modelling the school's values
- High expectations from all staff
- Teachers supervising classes as they walk around school, including going out to play
- Praising the positives
- Good communication with parents
- Values rewards, house points, and merits in KS2, for good learning behaviour
- All staff supporting children with behaviour charts
- Robust monitoring of behaviour by SMT

For further information, please refer to the Behaviour policy.

To be reviewed September 2018.