

Wingate Primary School

Teaching and Learning Policy

October 2022

## **Teaching and Learning Policy**

### **Aims of this Policy- our intention for every child in our school**

Our school puts the rights of all children at the forefront of everything we do. This policy encompasses our dedication to promoting best outcomes for all children at all stages of their development and throughout their time with us as a school community.

The content of the policy is aimed at supporting all duty bearers to promote a safe, happy, welcoming and enriching environment where our children will be enabled to flourish

We will strive at all times for equality of opportunity and access to the curriculum for all children. We will engage with the GEM Project to promote resilience, independence and effective learning behaviours to enable them to make the most of their time in our school and prepare them for the next stages of their life.

### **In our we believe that children have a right:**

- To feel warm, comfortable and welcome
- To an environment which is clean, lively and stimulating
- To structure and order within their day
- To feel safe, secure, confident and valued
- To make choices and to develop independence
- To have adults who will care for them
- To have a balanced range of activities
- To use materials and resources which are clean, well-cared for and safe
- To have time to practise and to try things out
- To have their successes celebrated
- To have space to move around

We will aim to promote the basic skills of literacy and numeracy and the highest standards in every area of the curriculum so that all pupils achieve their full potential and ensure that the education the pupils receive is purposeful and relevant within a broad and well-balanced creative and motivational curriculum, which includes the celebration of pupils' individual talents.

As duty bearers, all adults will work to promote the spiritual, moral, social and cultural development of the pupils, enabling them to become good citizens.

We will all endeavour to improve school performance by setting and communicating challenging targets to improve standards and nurture links with parents/carers, encouraging them to play an active role in their children's learning from their very first days in our school.

The school leadership team including our governing body will use the financial resources available to the school to provide the highest possible levels of staffing and resources as well as good accommodation and a clean environment.

### **Our School Ethos**

We believe that childhood is valid in itself and is a part of life, not simply a preparation for work or the next stage of education.

In our school, we believe that **‘Together Everyone Can Shine’**. Teachers will provide a broad and balanced, creative and motivational curriculum, which will develop the skills, concepts and knowledge necessary for current and future learning. All staff will play their part in promoting this curriculum by;

Promoting an effective working environment at all times, in which each child can reach their maximum potential. All members of our school community will be expected to act with respect, courtesy and kindness towards each other at all times. Our children will regularly review our charters – for school and families- to help facilitate this expectation.

We will provide a fair and disciplined environment, in line with the school’s ‘Rights Respecting Policy.

We will maintain purposeful and informative planning, record keeping and assessment documents, in line with the school’s Assessment, Recording and Reporting Policy. This includes our duty bearers employing effective management of their professional time.

We will work to develop close links with the wider community.

We will provide our children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Years Foundation Stage Framework

We will value and celebrate success and achievements of those in our school community.

We will work within our Peterlee Partnership to provide effective personal and professional development through appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise. This includes our work with Trainee Teachers and other trainees for whom we will provide quality support and mentoring.

## **Equal Opportunities**

In accordance with the school’s Equal Opportunities Policy all pupils at Wingate Primary School must be given full access to the National Curriculum. Staff will endeavour to help all pupils to reach their full potential irrespective of race, gender, faith, disability, age or ability.

## **School Development Plan**

The teaching in our school will respond to the priorities identified in the School Development Plan. Strategies and interventions such as maths groups, phonics groups and Lexia will endeavour to address any gap between the performance of all of our children including those receiving Pupil Premium (PP), LAC Premium and SEND EHCP/ Top Up funding.

Curriculum time will be planned as continuous study throughout the term, or as blocks of study. Teachers will follow the National Curriculum outcomes. We are committed to raising standards of Basic Skills at Wingate Primary School. By Basic Skills, we mean the ability to read, write, speak English and use mathematics and ICT at a level necessary to function as a citizen.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils.

In addition, the allocation of time for the Computing curriculum will be incorporated into the planning for other areas of the curriculum, together with the planning of dedicated Computing lessons.

## **Role of Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs):**

Our TAs and HLTAs are one of our most valuable resources. They will work alongside Teachers to support all children to achieve better outcomes. TAs will cover classes for unexpected situations such as illness and will deliver lessons planned by Teachers during this time. Some will plan their own lessons or provision such as Nurture Groups and they will be given time for preparation.

TAs/ HLTAs will cover lessons where children are engaged with pre-planned activities or engagement with provision areas. They will assist in assessment and marking and will deliver small group and individual support to children as needed.

In exceptional circumstances they may cover lessons for longer periods of time without Teacher guidance when necessary in line with their role, terms and conditions of service, qualifications and skills.

## **Our School Environment**

In our school we believe the maintenance of our school environment is imperative. We expect all staff to promote the use of our environment as a vehicle through which to facilitate high standards of learning and promote better outcomes for all.

Management of the learning environment will be a key leadership focus. We expect our environment to be tidy, clean and ordered at all times.

We also expect the environment in our school to cater for different styles of learning, with particular regard to pupils with Special Educational Needs and Disabilities (SEND).

**All staff** are expected to play their part in development and maintenance of displays and organisation of our school. All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Classrooms and teaching areas will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture but high expectations of organisation should be maintained.

Resources in each area will be accessible and well organised. Writing resources will be available for use at all times, and will be easily accessible. Book corners and reading spaces will be comfortable and attractive. Areas for role play will be monitored to reflect the interest of the children in class, especially construction and small world play. Domestic role play will be organised effectively to respond to their real life experiences of our children.

The emphasis on 'every surface having a purpose' will be promoted by all staff and our PLT (Pupil Leadership Team) and SLT (Senior Leadership Team) to ensure we maximise our school environment to add to the learning experience of our whole community.

## **Planning, Preparation and Assessment Time (PPA)**

All Teachers are eligible for PPA time amounting to 10% of actual teaching time. In our school Teachers will receive 2 hours and 30 minutes of PPA time together, usually split between two sessions of no less than 30 minutes.

PPA time takes place in school with the actual timings written on the Staff Room White Board before the end of the previous week. Usually this time will be planned at the start of each term and shared with Teachers during Diary Date Staff Meetings.

Whenever possible, PPA time is taken by all Teachers at the same time. Teachers will work alongside Teaching Students from their class during block teaching placements. Although actual work completed in PPA Time is not supervised, Teachers are expected to complete all planning, assessment and preparation tasks and make best use of the time allocated. Planning will be monitored on a regular timetabled basis by the SLT and Teachers are expected to be able to provide plans for this purpose when required. The key to planning is reflection and evaluation of prior learning and this will be the key focus for monitoring by the SLT.

Teachers should share their plans with TAs/HLTAs to ensure they are also informed of the timing and purpose of planned tasks for children. This can take place during Team Meetings or at other times convenient to those concerned.

With the agreement of the HT time may be blocked out for planning special learning events such as 'Special Weeks', assemblies, Christmas shows etc. that provide different opportunities for teaching and learning.

Long Term Plans and Medium Term Planning Webs have been produced by Teachers to promote coverage and attainment through the National Curriculum and EYFS. These are reviewed on a regular basis, led by the Teachers themselves. Copies of the plans can be found in the Curriculum File in the HTs Office and on the school website.

Differentiation: Teachers will differentiate the curriculum by task, outcome and/ or support

Differentiated tasks will be detailed in weekly planning, including arrangements for SEN and EAL pupils. Learning objectives will be specified for teaching.

### **Assessment and record keeping**

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment & Record Keeping Policy and Marking Policy.

Assessment:

Reception pupils will be assessed using Early Years Outcomes and at the end of reception EYFS Framework. They will also engage in Baseline Assessment at the start of their Reception year.

Children in Years 1, 3, 4 and 5 will be assessed using tasks marked specifically against the Durham Progression Document (and the National Curriculum when necessary). Children will be shown how their work meets particular criteria and in KS2 they will use the documents to plan and prepare work linked specifically to ARE (Age Related Expectations).

Children in Year 2 and 6 will be assessed using national tests in line with Government policy. Practise papers will be used to prepare children for these tests and to help them meet the expectations for the end of their Key Stage.

Children in Year 1 will be assessed in phonics using the Phonics Screening Check. They will be taught using the Letters and Sounds Scheme and with resources such as Phonics Play to enable

them to identify and blend sounds and use them to read words with fluency. Children in Year 2 will resit their Phonics Screening Check if they did not pass this whilst in Year1.

Children in Year 4 will be assessed against the Times Tables Test which will measure their ability to recall tables in order to increase their fluency in maths.

All results from these assessments will be analysed and used to inform future planning and targets.

### **Record Keeping**

Teachers will maintain their class assessment files, updating Individual Assessment Books for each child when appropriate and ensure pupils are assessed against age-related expectations (ARE) as set out in the National Curriculum.

Parents / carers will know if their child is working towards the expected level, working at the expected level or exceeding the expected level for a child in that year group. Teachers will report on pupils' progress and attainment at parent / carer consultation evenings in the autumn and spring terms. Teachers will compile Interim Reports for these meetings to enable parents/ carers to understand the attainment and expectations for their child. An End of Year Report will be shared with parents/ carers at the end of the summer term showing attainment and progress across the year (see Assessment and Record Keeping Policy).

Individual pupil targets and / or group targets will be developed by class teachers with regard to overall pupil targets. Each child will be involved in the management and setting of targets on their own pupil progress sheet reflecting on prior attainment recorded in their Individual Assessment Book.

Targets will be reviewed and signed off at appropriate times throughout the year and new targets set to enable staff, our children and their families to track progress and achievement.

### **Monitoring and evaluation**

Pupils' work will be monitored and moderated termly in each of the core curriculum areas by Teachers.

The Senior Leadership Team and subject leaders will monitor pupils' work. This will include lesson observations, filmed observations, learning walks and book scrutinies.

### **Learning Processes**

In our school we recognise that children enter school at different stages of development. Pupils learn in different ways and at different rates of progress.

In the course of learning pupils develop their skills through a variety of processes including investigation, experimentation, listening, observation, talking and discussion, asking and answering questions, practical exploration and role play, retrieving information, imagining, repetition, problem-solving, making choices and decision-making

In our school we will promote opportunities to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We will also help all staff to develop their understanding of child development, cognition and learning to better provide for the children in their care.

## **Basic Skills – learning and application**

In our school Teachers will plan lessons to facilitate opportunities to learn and demonstrate levels of understanding. Children will be engaged in basic skills lessons on a daily basis (English and/or Maths) and throughout each week they will be given the opportunity to apply these skills in a meaningful way. This may be through written tasks, practical activities (PE, Forest School...), speaking and listening tasks, play.

Marking of work will be timely and take place with children whenever possible (see Marking and Feed Forward Policy)

The GEM Project will also be employed to promote the application of these basic skills including the use of non-negotiables such as spelling of Tricky Words, correct number and letter formation (using displays and letter/number resources to help) and supporting children to reflect on prior work to enable them to make further progress.

## **Resources**

Each classroom will be equipped with a basic set of resources and books appropriate to the age of the children in that class. Specialist subject resources will be stored in the subject resources cupboards/ areas around school. These will be regularly audited by subject leaders. Staff may contact subject leaders with suggestions for specialist materials, which may need ordering following consultation with the HT and/or Governors as appropriate.

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.

## **Governors**

Our Governors will help staff to monitor and review the policy and its practice through visits to oversee the general working of the school or where appropriate subject specific visits to meet with subject leaders.

Governors will receive quality reports from the HT and/or subject leaders informing them of the progress of this policy and its outcomes.

During or soon after a visit to school Governors will be expected to complete Governor Reports following the template agreed in the Governor Visits Policy. These can be completed alongside the Teacher/ member of staff visited to ensure a clear, concise, accurate record is compiled. The Report will be shared at Full Governing Body meetings each term. If necessary (eg for health and safety or safeguarding reasons, the reports will be shared with the Chair of Governors and Head Teacher urgently following the visit and on the same day if possible).

## **Parent/ Carer Role:**

Parents are encouraged to support their children's learning by;

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and maintains good attendance.
- Informing the school of reasons for their child's absence.
- Ensuring that their child arrives at school wearing appropriate clothing including bringing a suitable P.E. kit.

- Informing the school of any significant matters at home, which may affect their child's progress, happiness or behaviour.
- Sharing with the Teacher any problems in school that their child is experiencing.
- Supporting their child by attending parent/carer consultation meetings and other meetings.
- Supporting their child and the Teacher by becoming actively involved in the operation of SEND plans and any Special Educational Needs processes as necessary
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Supporting school to promote positive and respectful behaviour at all times by all members of the school community, children and adults
- Agreeing to, and supporting, the school's Homework Policy.
- Contributing relevant information to Early Years Foundation Stage Profiles.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

### **Review**

This policy has been developed with class based staff and Governors. It will be reviewed one year from the date on the front page or earlier if required.