



## Larkrise Primary School

### Teaching and Learning Policy

September 2019

Review - 2021

#### Learning Ethos

At Larkrise we aim to provide an education which brings out the best in every child, builds on their strengths, develops their **confidence** and enables them to develop a life-long love of learning. We ensure that all learning is taught enthusiastically, **creatively, curiously** through a range of real and **creative** experiences, through our story telling curriculum and taking into account individual learning styles. We believe that motivation for learning is promoted through the delivery of **creative** lessons centred on assessment for learning. We share and discuss learning objectives and success criteria, so children understand what they are learning. Key vocabulary and expectations are provided to enhance literacy skills and to ensure progress in lessons and over time.

We celebrate success and achievement through high quality oral feedback and marking, using dedicated improvement and reflection time (DIRT) (see marking and feedback policy). Teachers and children discuss their learning, so the teacher can adapt lessons to further excite children and accelerate learning.

We work with the children in a safe environment teaching them the skills required to build positive relationships with others. Children are taught how to collaborate and to work as part of an effective team so that they grow into **confident** citizens valued for the contribution they make to society.

The 5cs- Celebrating, curious, caring, confident and creative underpins our work in school. The school's 5cs form the basis of the way we are in school. The 5cs are evident in the way adults and children relate to each other, in the curriculum, in our assessments and in our celebration of achievement. They are directly taught through assembly, PSHE and Circle Time and Larkrise Circles. The 5cs have been developed in partnership with all members of the school community and will continue to evolve and be revisited on an annual basis.

#### Statement of Aims

- To develop the ethos of the school and ensure that everyone works to an agreed set of values and principles; that the beliefs and attitudes of everyone within the school support the learning environment, equality of opportunity and respect for all
- To have high expectations of all members of the school community
- For individuals to achieve success in all areas through a range of experiences and the development of collaborative and independent skills

- Through success and **celebration**, to foster a positive, motivated attitude to learning and to develop individuals' understanding of the process of acquiring new skills or knowledge including the use of emerging technologies in order to promote life long development
- To encourage and develop positive attitude and awareness of individuals responsibility towards other people within our community and to teach appropriate strategies for dealing with conflicts. To also understand their own emotions and feelings and how to deal with them.
- Through a story based curriculum, to develop understanding and respect for people of other race, cultures and beliefs
- To provide opportunities for spirituality, personal reflection and expression of feelings such as awe, wonder, joy or sorrow as well as the ability to empathise with, and respond thoughtfully to, the feelings of others
- To encourage and educate everyone to value their health and well being and to know how to make choices about healthy living
- To maintain a stimulating school environment for everyone, to build on enthusiasm and to provide opportunities to explore a range of new and emerging technologies so that pupils can go on to achieve economic success
- To maintain good links with other organisations within our locality and to share good practice and support for each other
- To explore and discuss British values to fully participate in modern day Britain

### **Classroom practice**

The learning environment reflects our learning ethos and values. An enquiry based focus initiates each story with teachers and children working together to discuss what is already known, what they think and what they want to find out. The teacher will give an overview of the learning to set it a context for the children.

Clear learning objectives are given at the start of lessons and children and teachers identify the success criteria together. Expectations for every lesson are clearly given and a list of key vocabulary for every lesson is shared.. Children are involved in the marking process (see feedback policy) and as a result they know when they have been successful and what their next step is. (Dedicated reflection and improvement time/tickled pink and green for growth). At the start or end of a lesson children and staff discuss their learning (metacognition) to prepare for the lesson ahead or the next day. Teaching the children the skill of learning to learn is a school improvement priority.

A range of teaching styles are used with children being given opportunities to work collaboratively with different people and individually. All teachers use Circle Time, whole class rewards and the language of choices and consequences to ensure that everyone is safe, well behaved and maintaining excellent relationships. Timetables reflect our commitment to working outdoors and providing a range of opportunities for children of all learning styles. There are high quality relationships between all members of the school community. All staff are approachable and relationships underpin everything we do (see behaviour policy).

### **Home learning**

There is a separate Home Learning Policy. It supports the curriculum and provides an opportunity for parents/carers to be more involved with their child's learning. Homework is planned to practise skills, develop a love of reading, practice times tables and develop spelling strategies and provide for independent research opportunities and use creativity.

## **Learning and the Curriculum**

Co-ordinators and subject leaders ensure that all programmes of study from the new National Curriculum are covered. The Curriculum is well planned to account for skills and knowledge progression by Ed Finch the Curriculum leader.

- Teachers plan a cross-curricular approach, making the learning meaningful and providing a range of concrete learning opportunities to enthuse and inspire e.g. trips, visits, experience days, dressing up, role play, visitors, model making, experimenting and discussion
- Teachers work with children to understand what is already known and thought about in a story topic and then identify what aspects children are interested in
- Topics are broad and balanced across a range of curriculum areas and reflect the international dimension of the school.
- Progress across the curriculum is recorded in class learning journals and individual learning journals. Coverage is recorded on school coverage documents.

## **Teaching**

### **Planning**

- Teachers plan using the templates in the School Planning Framework
- Teachers plan from a story telling starting point. All stories are told orally, stepped, mapped and used to facilitate the curriculum
- The weekly plan is flexible and is adapted to meet the needs of the children
- Learning objectives will reflect the National Curriculum Programmes of Study and knowledge of AFL
- Differentiation for different learning styles and abilities is to be recorded in Literacy and Numeracy planning and is evident from the children's work
- Teachers should only plan day 1 and 2 of a literacy and numeracy week to account for AFL.
- Plans will be annotated and highlighted to show where the learning has been completely successful, partly, not successful or not taught

### **Teaching and learning styles**

- Children learn, discuss and identify their particularly learning style and attitudes - Metacognition
- Teachers plot the learning attitudes of the pupils and use this information to ensure that the curriculum is accessible for all
- Working walls are used to explain processes and as aide memoirs – these are added when more information is given throughout a topic, unit
- Children work in pairs, small groups, whole class and individually
- Teachers use strategies to include and involve the children in the lesson – interactive teaching style e.g. talk partners, explaining what their partner said, white boards or brainstorming
- Classrooms are calm, positive environments where children feel safe to make mistakes, discuss their concerns and support one another – this classroom expectations is set up at the start of each year
- Children's work is purposeful, teachers and pupils have clear understanding of what learning is taking place and what the outcome to that should look like – high expectations are maintained at all time. Children have lots of opportunities to see WAGOLL in the learning environment (See learning environment snapshot)
- Teachers plan to make effective use of ICT in the classroom – this is used appropriately and can be self selected by the pupils when required to inform or provide them with an opportunity to share information

## Assessment for learning

- Everyone is clear of the learning objective – this is discussed and the success criteria identified at the start of the lesson and success is evaluated at the end
- Children are aware of what they have previously achieved and know and understand; they can recognise how this is related to the next learning opportunity
- Assessment of children's previous work informs the planning for the next lesson
- Work is assessed alongside children, in collaboration with children and by children  
Marking mainly comments on the learning objective and often gives a moving on comment; questions or extensions are provided for the child to respond to in writing or verbally
- Feedback is a useful tool that provides everyone with information about individual children; it should be done either during i.e. with the child, or as soon as possible after the lesson. Children assess their own work and that of their peers; this may be with a symbol at KS1 or Post-Its at key stage 2.
- Children must be given time to respond to marking as part of improving their work.

## Recording and Reporting

- Children's assessments are recorded on individual and cohort tracking grids at 3 regular intervals throughout the academic year (see assessment policy)
- Children's attainment and progress are discussed with parents at Parent Teacher Consultations
- Children's learning profile is updated annually – prior to cohort moving to next year
- 'Once a Term Learning Journal Books' record evidence of children's across the Curriculum
- Reports are used as a pupil record to show progression of skills for all areas of the curriculum and children share their own view on their learning and teachers respond to their opinions
- Parents are invited into school to share in the school curriculum activities. There are 3 open classroom events throughout the year.
- We have an open door policy and parents are welcome to make appointments or talk informally to teachers at the end of the school day
- Parent Teacher Consultations are held three times per year and the annual report to parents is issued in July.

## Subject Specific Recommendations

- **Creativity** is at the heart of our curriculum, children are provided with structured opportunities to express themselves, give their opinions about creativity and identify how cultures use creative arts to communicate
- At the start of each term the learning in all classrooms is about real opportunities for speaking and listening; finding out about each of the children, establishing the learning ethos, discussing what is already known, thought and understood about each topic, generating key questions to provide basis for enquiry, understanding the learning profile of each child and setting learning steps and next steps
- Specific time is given to learning about phonics, spelling and handwriting – opportunities for all types of learners to access these vital aspects of learning
- Emergent writing is valued through purposeful opportunities for real writing and children are asked to discuss their writing without being made to feel that it is wrong
- Staff engage with writing as a method for communicating with children from when they start school.
- Shared and guided writing are valuable methods to move writing on and demonstrate the skills of writers

- Handwriting is taught using teacher demonstration and published schemes of Nelson handwriting
- Guided Reading is embedded in every classroom. Children have reading books and reading logs throughout their time at school
- PPG and SEND children are heard by adults reading 1:1 daily
- Spelling is taught on a weekly basis. Children are encouraged to use their phonetical knowledge and word level knowledge to attempt spelling words correctly. They are taught to use dictionaries, thesauruses and laptops to correct their spellings
- All other programmes of study for English are taught through the story telling curriculum, a cross curricular approach, e.g. when making puppets children explore and create their own instruction writing, when studying a famous person children write a persuasive letter asking the person to visit the school
- Maths is taught through the White rose Maths Hub. The calculation policy follows the concrete, pictorial and abstract model. Five lessons are taught each week. The first lesson has a mental arithmetic focus and the following lessons focus on approaching and solving word problems and reasoning.
- Mathematical language is modelled by the teacher and children learn to use the language to explain answers and how they might solve problems.
- Science is approached as a practical subject with lots of opportunity for exploration and investigation – The Oxfordshire Planning Houses are used for planning investigations.
- ICT is used as a cross-curricular tool but there is also a focus on ensuring a broad and balanced skill development through dedicated weekly lessons.
- Risk assessments for using DT equipment are referred to, reviewed and updated
- RE is taught through the story based curriculum; specific religious events are shared within the whole school community
- Some aspects of PE are linked to the topics and themes e.g. dance – see pe coverage sheets
- PSHE is an ongoing subject which embraces all the work that is done in each class; there are dedicated times in the week when adults and children have Circle Time. Children can request a circle time on an area of their choice.
- The Sex and relationships policy ensures children know how to keep safe, form healthy relationships and promotes an inclusive school community

### **Characteristics of very good teaching and learning**

- ❖ All pupils are engrossed in their work and make considerably better progress than might be expected.
- ❖ Achievement is very high.
- ❖ Teaching is stimulating, enthusiastic and consistently challenging, stemming from expert knowledge of the curriculum, how to teach it and an understanding of how pupils learn.
- ❖ There are excellent relationships in the classroom.
- ❖ Teaching methods are well selected and time is used very productively for whole-class, independent and collaborative work.
- ❖ Questioning moves the learning on
- ❖ Children are independent and self motivated and know what to do if they encounter a challenge
- ❖ Activities and demands are matched sensitively to pupils' needs.
- ❖ Well directed teaching assistants reinforce and support learning very effectively.

### **Routines and Rules**

Routines and rules in the classroom contribute to a healthy learning environment. They should be:

- ❖ Inline with the school behaviour policy and the 3RS of Ready to learn, Responsible, Respectful

- ❖ clearly understood
- ❖ fair and consistent
- ❖ realistic and positive
- ❖ consistently enforced

See school behaviour policy.

All rules should result in the children knowing the boundaries of behaviour and should be set within the principles and procedures of The School Behaviour Policy.

## **Classroom Management**

### **Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. Further extension learning tasks are set for children who complete their work. Efficient planning and classroom organisation will significantly reduce time-wasting activities. Teachers should feedback at the point of impact as much as possible.

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence the teacher's planning book/file will always be available showing lesson plans, timetables and curriculum documents. Pupil profiles should be available and guidance on strategies for vulnerable children.

### **School Policies**

School policies, statutory policies, Safeguarding Policies and guidance papers are set out in the Staff Handbook and School Policy File. It is the duty of each teacher to be familiar with all school policies and to apply them.

### **Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and if numbers permit should be offered refreshment in the staff room at break times. The Headteacher and School Business Manager should be informed if a volunteer is coming into school so the necessary Safeguarding checks can be carried out. Volunteers must be supervised at all times.

### **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines, all activities should be mixed where possible. Teachers must ensure that the same children do not dominate in group work. PPG children will require additional targeting/questioning and support. All activities, including educational visits and extra curricular activities are open to all children, numbers permitting.

### **Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Stocks should be checked and replenished regularly by the office team. Children

should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not to misuse, damage or waste resources. Books and other equipment represent a considerable investment of money.

**Resource Finance**

Curriculum areas are allocated money according to the needs identified in the School Improvement Plan and the accompanying School Budget Plan. Requests for all equipment should be made to the Headteacher who will provide a report to the Governing Body (Resources) each term.

Written by Charlotte Stewart  
Acting Headteacher  
Review July 2020

**Review**

This Policy will be reviewed annually

**Signed.....(Chair of Governors)**

**Signed.....(Headteacher)**