

RAYNHAM  
PRIMARY SCHOOL



# Teaching and Learning Policy



### ***The School's Vision***

We are creating a secure and stimulating learning environment, which will raise achievement, enhance self-esteem and promote mutual respect.

We enable each child to contribute fully to the school community and develop to his or her full potential.

Children show respect for themselves, for peers and for adults. They have high academic expectations of themselves, move quietly, purposefully and confidently around the school and conduct themselves responsibly when representing the school within the wider community.

### **Work together, play together, and learn together**

This policy sets out the considerations for achieving a purposeful working environment, which brings about effective learning; children achieving their potential; positive and supportive behaviour being displayed; and the principles of equality. Children are entitled to a high quality curriculum and a stimulating learning environment and we aim to provide this.

**This teaching and learning policy works in conjunction with all other policies.**

### **Aims**

To continually improve the quality of learning experiences offered to our children and to raise achievement by:

- ensuring consistent practice across the school in teaching, learning, assessment and provision of learning environment,
- providing opportunities for the staff to improve their own practice, assisting the children to become high achievers and independent learners,
- teachers must have a proper and professional regard for ethos, policies and practices of the school in which they teach and maintain high standards.

Inline with the teaching standards, teaching and learning at Raynham Primary consist out of the following:

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## **1. Set high expectations which inspire, motivate and challenge pupils**

### **The Learning Environment**

The learning environment is crucial if the children are going to have maximum access to their entitlement to the Early Learning Goals and the National Curriculum.

### **Early Years**

Activities are planned for both inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different areas: role play, book corner, writing area, listening centre, computer, creative, malleable, sand, water, construction, small world,

puzzles and many other cross curriculum learning areas. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

**KS1 - KS2**

Classrooms are expected to be well-organised with accessible resources to support children's learning and must be maintained in accordance to the health and safety of the children. There should be clearly established routines and systems with high expectations of consistent behaviour as stated in the school's behaviour policy. At Raynham displays are designed to stimulate children and enhance their learning with a range of interactive displays. Our displays promote high expectations of presentation and promote childrens' achievement and learning.

*Table 1 – Learning Environments/Classroom Organisation Checklist at Raynham*

|  |  |
|--|--|
| Learning Environments / Classroom Organisation | Working Walls / Topic displays / Washing line have a purpose and celebrate success across all curriculum areas showcasing learning inside and outside the classroom. |
|  | Teachers' working environment  |
|  | Ensure all libraries are organised and labelled  |
|  | Book areas designed to promote the development of critical awareness and to stimulate reading for pleasure.  |
|  | Children's table resources (dictionaries, pencils, whiteboards and pens all in place)  |
|  | Trays labelled with appropriate curriculum labels (server)   |
|  | Flip chart in every classroom (as appropriate)   |
|  | Resources returned appropriately to shared areas   |
|  | Shared writing displayed on washing line   |
|  | Visual timetables  |
|  | Ensure defined areas of the classroom - EYFS   |
|  | Well maintained and stimulating outdoor learning environment - EYFS  |

*\*See Monitoring of Classroom document EY-KS2*

**2. Promote good progress and outcomes by pupils**

We greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

All children begin school with a variety of experiences and learning. It is the responsibility of the practitioners to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that Parents/carers, support staff and teachers work effectively together to support children's learning and development.

We provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. All practitioners have high expectations of pupils and each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. Each practitioner sets challenges for every child in their class, which enables them to make good progress and to achieve overall outcomes.

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### **3. Demonstrate good subject and curriculum knowledge**

At Raynham we believe these areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play and learning, with a balance of adult led and child-initiated activities.

#### **The Curriculum:**

##### **Early Years**

There are seven areas of learning, divided into 17 aspects:

##### Prime Areas

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

##### Specific areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

#### **KS1 & KS2**

At Raynham Primary we aim to deliver a creative, broad and balanced learning opportunities guided by the National curriculum where creativity and imagination are at the core of our teaching and learning.

We ensure that all areas of the curriculum are covered in an exciting way which enthuse our learners using cross-curricular links and children's changing interests as the key foundation to teachers' planning. This enables us to deliver engaging, relevant and meaningful lessons that provide the experiences, skills and knowledge our children need to develop into independent, resilient and creative thinkers.

##### Core Subjects

1. English
2. Mathematics
3. Science

##### Foundation Subjects

1. Art and Design
2. Computing
3. Design and Technology
4. Foreign Languages - Spanish
5. Geography
6. History
7. Music

8. Physical Education
9. Personal, Social, Health & Economic Education (Relationship Education)
10. Religious Education

At Raynham we:

- set suitable learning challenges.
- respond to children's diverse learning needs.
- overcome potential barriers to learning and assessment for individuals and groups of children. Account has to be taken of the way they learn, including their styles of learning; to this end we should teach learning objectives using a variety of teaching styles.

At Raynham we have a rigorous professional development programme in place to ensure all staff are aware of developments in the various curriculum areas. Training is cascaded across the school in order to establish a consistent approach.

\*Refer to curriculum subject policies

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#### **4. Plan and teach well-structured lessons**

Teacher input is planned so that all children over the course of time will receive the right level of support in all curriculum subjects. The year group curriculum maps determine the breadth and balance of the curriculum offered to the children. Newsletters provide an overview which is sent to parents each term to inform them of their child's learning and is also made available on the school website.

We believe effective planning is the key to making children's learning exciting, varied and progressive. Good learning builds on and extends what children know and can do. Our planning shows how the principles of the curriculum will be put into practice and is underpinned by regular assessments.

#### **Structure:**

##### **Long term Planning**

Our long-term planning gives structure and coherence to all the curriculum areas. This gives an overview of what is to be covered in each year group. Emphasis is placed on personal, social, emotional development, language development and physical development and care is taken to plan for all other areas.

##### **Medium Term Planning**

We address particular aspects of the curriculum in more detail for each term. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

##### **Weekly/Daily Planning**

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. When planning, teachers ensure it reflects the needs of all children including SEND, EAL, More Able plus, Pupil Premium and Lower Attainers. In order to inform future learning lessons are evaluated with explicit reference made to the next steps necessary to promote learning.

## **Curriculum Planning**

Medium term planning is based upon National Curriculum which identifies the intended learning outcomes and activities for the term. The Deputy Headteachers and Assistant Head teachers meet year groups half termly to discuss the given medium term planning and appropriate teaching strategies and resources.

- Planning provides as many opportunities as possible for first hand experiences and investigative work. It makes an appropriate use of methods suiting the topic or subject as well as the children's stages of development and needs.
- Planning must be accessible to any teacher using the class so that they are aware of the current programme for the children.
- Learning is extended through homework, booster and intervention groups and enhanced through enrichment opportunities.

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## **Adapt teaching to respond to the strengths and needs of all pupils**

Raynham Primary is an inclusive school and within classes, we ensure that provision is made for all pupils' learning needs. Our integrated topic approach and opportunities to take the curriculum outside of the classroom environment engages all learners and effectively caters for their varied learning styles. Children have the opportunity to work individually, in pairs, small and large groups. We believe this holistic approach will help our children to develop the skills needed to become responsible global citizens. Planning of lessons therefore needs to take account of the needs of each child. Work is adapted appropriately to take account of the ability of each child using different strategies to access the curriculum by:

- Providing practical first-hand experiences
- Scaffolding work to support the child in completing the task
- Differentiating the task using the same subject matter
- Build in paired short speaking and listening opportunities during exposition time to enable children to share ideas
- Using a variety of teaching strategies - individual work, pairs, mixed groupings, single sex groupings and ability groupings and whole class as appropriate
- Support staff supporting the child and or the groups creating opportunities to discuss planning and needs/progress of children on a regular basis
- The background and culture of each child is valued. Opportunities must be provided for these experiences to be shared at appropriate points within the curriculum
- Provides opportunities across the curriculum for reading for pleasure and comprehension
- Teachers provide opportunities for children to deepen their understanding of concepts and skills through Mastery and challenge
- Learning for new initial learners of English will take place mainly in the classroom, although there is some focused support given for specific children. Nurture opportunity exists to provide support and curriculum for children who have missed out on some experiences. These experiences may be curriculum based but they may also be of a social or emotional nature, if these difficulties are impeding the learning of the child.
- Children are treated with equal respect and the appropriate behaviour management strategies

- Children's individual education and medical needs are considered in curriculum planning and organisation of the classroom and resources.
- Teachers ensure that they are aware of the Care Plans for all children in their classes/groups.

*\*Refer to SEND Policy and curriculum policies for detailed provision maps.*

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## **Make accurate and productive use of assessment**

### **Assessment**

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and reduce underachievement.

At Raynham, assessment is a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson. All staff are regularly trained in our approaches to assessment. Senior leaders are responsible for overseeing assessment systems.

The most effective tool in determining this is observation of learning. When working with children we create opportunities to observe children's behaviour and activity, listen to them and respond appropriately. These opportunities are supported by other assessments so we can identify achievements, progress and any barriers to learning or specific learning difficulties. It is crucial that this information is used formatively so we can support children's learning by:

- Promoting and harnessing individual learning styles.
- Supporting and extending children's key skills and understanding and confidence.
- Building on what children already know and can do.
- Providing for children's different starting points
- Providing relevant and appropriate content that matches the children's needs.

### **Pupil Voice**

Children are involved in the assessment of their learning. They have opportunities to reflect on their learning and discuss with their peers what they have achieved. Children should:

- Know own learning targets.
- Review their progress through the aims and success criteria.
- Express their own views on their achievements.

### **Recording and monitoring**

At Raynham we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

## Questioning

Questioning is rich, probing and focused on learning and used to inform assessment and future learning.

Effective questioning is used to:

- Make pupils think more deeply
- Inspire and enthuse pupils
- Fire pupils' imaginations
- Establishes what pupils have learnt
- Summarise the learning
- Assess pupils' knowledge and understanding at all stages of the lesson
- Establish whether a pupil's grasp of a concept or skill is secure
- Identify misconceptions and where pupils are 'getting stuck'.

\*Refer to Assessment policy

## Marking

This must always be meaningful to the child and enable them to see how to improve.

Marking must be kept up to date in all subjects. It must be consistent and always refer to the learning objective. The purposes of marking are as follows:

In written work in English and across the curriculum, children are given, or decide with the teacher, on success criteria by which to measure whether or not they have met the aim of the lesson.

- All work to be dated, with date and aim underlined.
- All marking is to be carried out in red pen.
- All marking is to be done in clear legible handwriting aligned to the school handwriting script.
- All pupils' work completed in books should be marked by Teacher or Support Staff and be acknowledged by a tick, aim met stamp or short comment.
- Time is to be built in for closing the gaps in children's learning.
- Children use 'Pupil Voice' to develop self -evaluation and to encourage children to suggest ways of improving investigations for future planning.

## Self-assessment

Pupils will assess their work against their learning intention / aim accordingly



'I find this difficult'



'I can do this but need more help to feel confident'



'I can understand and do this and this shows in my work'

### Responding to comments

Pupil response to comments should be made in green – so that it is clear they have been completed. If this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation Year progresses directly onto recorded work as appropriate.

Table 4 – Marking and Targets checklist at Raynham

|                                |  |
|--------------------------------|--|
| Marking and Targets at Raynham | Children respond to quality diagnostic marking and are aware of the marking symbols used in their books. |
|                                | Children can locate their targets and explain what they mean   |
|                                | EYFS – Children talk about their learning  |
|                                | All staff adhere to school guidance of collecting evidence within the EYFS                               |
|                                | Peer / Self marking evident  |

### Types of Feedback

#### Oral feedback

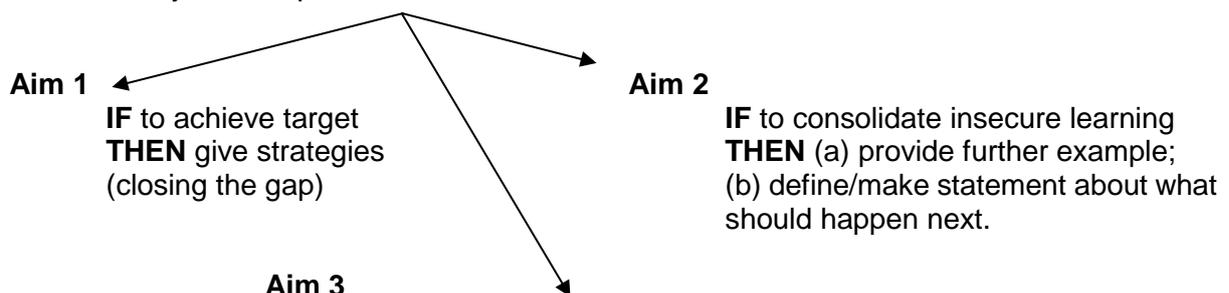
- guided group work
- mini plenaries
- mental/oral starters
- questioning and targeted questions
- after peer/self-assessment

#### Written feedback

Marking for the learner needs to be in child friendly language. For those learners who cannot access written feedback easily, consider using familiar images and diagrams.

#### Written feedback should include:

1. Positive statement(s) about where the learner is.
2. Identify next steps for three aims.



**IF** to set challenge  
**THEN** (a) provide challenging question  
(b) pose open-ended question to explain

\*See Assessment Policy and Curriculum Policies for core and foundation subjects expectations.

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### **Manage behaviour effectively to ensure a good and safe learning environment**

At Raynham we have very high expectations of children's behaviour. We are committed to raising self-esteem, self-confidence and promoting independence. Children are rewarded for achievements in all aspects of learning: academic and social. Rewards vary from verbal praise, individual stickers, house points, individual certificates and certificates for whole class achievements.

Our consistent approach to managing behaviour enables individual learning needs to be met so that any potential barriers to learning are overcome and so that they have high self-esteem and confidence. Children are shown how to take personal responsibility for their actions and their learning. Our values are embedded in our school ethos and reflected in children's behaviour. Children learn how to respect others and themselves, demonstrating empathy, fairness and kindness towards others and respecting and celebrating each other's individual backgrounds and talents. At Raynham children are taught to be respectful of their immediate and wider environment so that they grow up to be responsible global citizens and to work collaboratively. Children are given opportunities to gain responsibility and model positive behaviour through the Raynham Ambassador programme, the Echo Worriers programme and the House Captain system.

\*See Behaviour Policy

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### **Fulfil wider professional responsibilities**

We believe it is also important to recognise the achievements of our staff and opportunities to do this are identified and pursued. All teachers' personal enthusiasms and passions are positively encouraged and they reflect on their strengths and areas for development, through appraisal. They use this to inform their professional development needs. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

### **Staff Development**

Within the context of the School Development Plan, staff have the opportunity to receive appropriate training. Additional development opportunities are based on Appraisal requests and feedback from observations, work scrutinies, planning review and direct requests for help from individual teachers. Successful staff development encompasses the following:

#### Our model for CPD:

Support – mentoring/coaching model  
Year group sessions focus on current areas of teaching

Targeted inhouse training for small groups based on observations, work scrutiny, conversations etc.  
Targeted one off afternoon sessions on a theme such as marking, or a mathematical concept  
Release time for colleagues to observe more experienced colleagues  
Moderation of writing sessions per year group/across year groups  
Twilight sessions – Priorities driven  
INSET days - Priorities driven  
External support e.g. Mr Numbervator training for teachers and teaching assistants  
Middle Managers training programme  
Off-site courses – priorities and Appraisal targets driven  
Following up observations to explore impact of training/teachers' learning.

Teachers will be expected to disseminate any areas of expertise by being role models for their colleagues. This will involve allowing them to observe them teach as well as supporting them in their practice. This expertise is also shared, and further developed, through placements: Schools Direct, PGCE, BA Education, NVQs, TA trainees and other trainees as well as supporting other schools.

Subject leaders and Senior Leaders stay abreast of curriculum development in their own subjects and are responsible to disseminate them to the rest of the staff. They support the staff in their own development and practice and maintain resources for their subject so that this is possible.

## **Parental Involvement**

Parents are regularly kept informed of their children's progress through parents' days, annual reports and more regular informal contact. Parents are encouraged to come into school and to become involved in their children's learning particularly with homework. Parents are encouraged to play an active part in their children's learning and are regularly invited to attend curriculum information meetings, story time sessions/Talk for Writing sessions, coffee mornings and events.

## **Deployment of Additional Adults**

Additional adults include: Intervention Teachers, Teaching Assistants, Nursery Nurses, 1:1 Support Assistants, Volunteers and Trainees.

For effective teaching and learning the additional adults make a valuable contribution to children's learning. In order to support learning:

- Teachers include any additional support within their planning.
- Planning should be accessible for all additional staff.
- Children are supported throughout the lesson, based on their needs.
- Additional adults complete on-going observations and feedback to teachers.
- During exposition, main lesson and plenary, all additional adults interact and supporting focused children.

## **Governance**

The governors are part of the leadership and management of the school. Their role is to ensure that the Headteacher and the leadership team have the capacity to improve and raise overall standards. Governors receive termly updates on curriculum developments and children's progress reports from the leaders. They receive information about the school's performance and compare it with past performance, national averages and 'similar schools'.

- Ensuring the curriculum for the school promotes the spiritual, moral, cultural, mental and physical development of the pupils.

- Contributing to the school self-evaluation process.
- Establishing where the school's strengths and weaknesses are.
- Deciding the priorities for improvement.
- Discussing and approving the school's targets and timescales.
- Ensuring that the school has a School Development Plan (SDP) that sets out all the actions to be taken.
- Monitoring that implementation of the SDP, mainly by receiving reports from the head teacher.
- Evaluating progress and achievements.
- Deciding the school's policies on issues including admission and the length of the school day.
- Making sure all pupils have equal opportunities within the school and providing for pupils with special educational needs.
- Ensuring there is a high standard of maintenance of the school's premises.
- Dealing with complaints about the school.

Reviewed: January 2020

Next review date: Spring 2021