

RAYNHAM
PRIMARY SCHOOL



Teaching and Learning Policy



The School's Vision

We strive to create a holistic learning environment, which will raise achievement and promote mutual respect.

We enable each child to contribute fully to and be valued members of the school and wider community.

All students have the right to a healthy, happy and safe environment.

Work together, play together, learn together.

At Raynham, we aim to offer a broad and balanced curriculum which provides inspiration, fun and engagement. We are committed to high quality teaching and learning to raise standards of achievement for all children.

This policy underpins the whole curriculum and supports continuity and progression across the curriculum. We are committed to developing lifelong learners and responsible citizens with a clear vision for their future.

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 a rich, positive learning environment.
- providing opportunities for the staff to improve their own practice, assisting the children to become high achievers and independent learners.
- monitor attainment and achievement in order to ensure that children reach their potential
- teachers must have professional regard for the 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 of the following:

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 with 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 children's achievement and learning.

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.

3. Demonstrate good subject and curriculum knowledge

At Raynham, teachers demonstrate well developed knowledge and understanding of the subjects they teach and use them to deepen children's knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.

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

4. Planning

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 available to parents each term to inform them of their child's learning and is also 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:

Curriculum Planning

The yearly overview and medium term curriculum organisers are based upon the National Curriculum which identifies the intended learning outcomes, key concepts and activities for the term. The school's Curriculum Map outlines the topics to be taught by each year group across the academic year. The Deputy Head teachers and Assistant Head teachers meet year

groups half termly to discuss the given medium term curriculum organisers 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.
- We are now using an application called Google for communication and collaboration purposes to support our teaching and learning.
- From September 2020 homework will be communicated via Google Classroom and if remote learning is needed during COVID then this platform will be utilised.

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, key concepts, 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.

5. 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 opportunities exist 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.*

6. 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 their 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
- Arouse 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'.

Marking

Marking for the learner needs to be in child friendly language. 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 them to suggest ways of improving investigations for future planning.

Responding to comments

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

In the Foundation Stage, developmental marking process may be 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.

Types of Feedback

Oral feedback

- guided group work

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

Written feedback

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.
 - to achieve target- give strategies (closing the gap)
 - to consolidate insecure learning, provide further examples and define/ make statements about what should happen next.
 - to set challenges - provide challenging questions and pose open-ended questions to explain.

7. 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 positive 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 Echo Warriors programme and the House Captain system.

*See Behaviour Policy

8. 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 Improvement Plan, staff have the opportunity to receive appropriate training. Additional development opportunities are based on Appraisal requests and feedback from observations, book 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 in-house training for small groups based on observations, work scrutiny, conversations etc.

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 (subject consultants/ trainers) e.g. Mr Numbervator training for teachers and teaching support assistants

Middle Managers training programme-NPQs

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: PGCE, BA Education, NVQs, TSA trainees and other trainees as well as supporting other schools.

Year group leaders and Senior Leaders stay abreast of curriculum development for the different 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 the 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/subject specific training sessions, coffee mornings and events.

Deployment of Additional Adults

Additional adults include: Intervention Teachers, Teaching Support Assistants, Nursery Nurses, 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 support 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: Spring 2021

Next review date: Spring 2022