

# **Richard Whittington Primary School**

## **LEARNING AND TEACHING POLICY**



<b>Richard Whittington Primary School</b>  <b>TEAM Together Everyone Achieves More</b>	<h1>Learning and Teaching Policy</h1>	Policy Number 48 Version 1
		Issue date February 2015

## Rationale

This policy sets out the key principles that support the delivery of the curriculum at Richard Whittington School. It provides information about the way the school has structured the curriculum, what it expects from all stakeholders and states the school vision and ethos with regard to pupil outcomes both academically and within the wider context of becoming global citizens. We believe that all children are entitled to Quality First Teaching (appendix 1) so that they all reach their potential.

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## School Mission statement

### The Curriculum

The school follows the national curriculum content and framework of skills and knowledge expected at each year group. It details expectations in key stages 1 & 2, and a separate document published by the DfE regarding EYFS, across the academic year.

A cross Curricular approach through Topic teaching ensures enriched, engaging and exciting opportunities for the provision of the key skills, knowledge and understanding within the National Curriculum.

Learning through wider experiences and opportunities is as important within our curriculum as academic subjects. We believe subjects such as art, music and PE are vital to the development of the child as a whole. The 'arts' stimulate creativity and imagination. They enable children to communicate what they see, feel and think through the use of a variety of processes and materials. The arts provide visual, tactile and sensory experiences and a special way of understanding and responding to the world. We view the curriculum as a joined up entity with learning opportunities in many subjects being addressed through one central theme and not as separate subject specific elements.

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English, in its broadest sense of reading, writing, communication (including listening skills) is equally at the heart of children's learning. It is central to social and emotional development and is the main instrument of learning across the curriculum. The ability to communicate gives children the capacity to participate fully in our society. We know that good communicators check that they have understood and have a flexible attitude to getting their message across. English skills and knowledge are threaded through all aspects of the curriculum.

Mathematics is an integral part of the world in which we live. It provides a means of communication which is powerful, concise and unambiguous. Mathematics is not about answers, it's about processes. Learning to think in mathematical terms is an essential part of becoming an educated person. It is recognised by the school as being a part of everyday learning and as much as possible Mathematics is brought into the topic with opportunities for children to apply knowledge and use practical Mathematics skills within their everyday learning. It is also recognised that some elements of Mathematics are developed sequentially and therefore need to be addressed apart from topic learning this is often best managed through dedicated Mathematics lessons.

Access to technology is crucial and is embedded within the curriculum. Not only does the school ensure that the statutory content of the national curriculum is taught but children are encouraged to use technology regularly to enhance their learning experience. This also includes using technology responsibly and a clear e-safety policy underpins the school's attitude to social media and communication tools.

## Assessment

There are a range of assessment procedures in place in school which fall broadly into 2 areas, Formative Assessment (AFL strategies), and summative assessment which tracks progress of individuals and groups (A yearly assessment cycle that monitors individual and group attainment and progress rigorously)

### Formative Assessment

Teachers continually assess understanding within lessons through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback, both oral and written is given to learners during lessons and through the marking of books. Targets provide clear next steps for children's learning. Self and peer assessment are valued strategies, which enable pupil's involvement and ownership of their own learning and progress. Next steps marking, self and peer assessment is an expectation throughout the school.

### Summative Assessment

- A clear assessment cycle is established in the school to support the robust tracking of progress of both individual children and groups of children.
- Challenging targets are set at the beginning of the academic year and agreed in partnership between the class teachers, key stage leaders and the Headteacher.

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- These targets are set against both attainment data from the previous academic year and against expected milestones of progress; for example it is expected that children progress from below end of year outcomes to in line with end of year outcomes. The school currently uses an ICT based packaged called 'Target Tracker' within which children would be expected to make 3 steps progress. This enables children who need accelerated progress to meet those milestones to be identified.
- Children are assessed in December, March and June (May Y6 & Y2) The data from these assessments form the basis of pupil progress reviews between the class teacher and senior leaders at the beginning of each term.
- A robust moderation of work is carried out alongside the assessment cycle and includes moderation against national exemplification, work from other local schools and across phases in school. Analysis of progress of specific cohorts and significant groups is made by class teachers and key stage leaders and reported to the Headteacher and SENCO (where relevant).
- Individual Pupil School Reports are issued in July.

## Planning

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school,

The national curriculum is used as the basis of all planning but may be supplemented with other planning tools, e.g. 'Target Tracker'.

Planning is structured in 3 phases;

- Long term planning
- Medium term planning
- Daily planning

Subject leaders and the Senior Leadership Team monitor planning regularly.

## Long Term

- Teachers plan the year through topics which include the spectrum of expected skills in their year group cohort, reflect the pupils interests and which capture rich and meaningful learning opportunities.
- Mathematics follows the national curriculum content for each year group. Opportunities are planned to apply skills across the curriculum.
- Letters and Sounds is taught from nursery to Year 2 through a daily phased programme.
- Key stage leaders and subject leaders have the responsibility to ensure that skills and experiences are built on to provide progression.

## Medium Term

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- The medium term plans outline the scope and sequence of teaching over each half term for all subject areas.
- In addition detailed units of work are planned for Mathematics
- Within their phases and year groups teachers work to embed key skills and learning outcomes across curricular areas with clear outcomes.
- Links between curricular areas are made explicit.
- Opportunities for learning outside the classroom are explored within units of work to deepen learning. This includes at least one educational visit outside the classroom every term or a visiting speaker.
- Opportunities are established for display, assessment and the celebration of pupils work within the medium Term Plan.

### Short Term

- Teachers provide daily plans for both all subjects
- Learning objectives are identified and demonstrate
- Clear differentiation for groups and individuals within the class.
- Deployment of additional adults is made explicit.
- Medium term and Daily plans demonstrate evaluation through annotations and notes and planning from assessment the previous day or teaching session.

### Learning environment

We believe our school must provide its pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well-organised and resourced. Displays are an integral part of the learning environment and they are expected to celebrate children’s learning, reflect the quality and standard of work expected and support learning. Displays will be changed regularly to reflect the topic being taught.

**Viewed by the**

**School Improvement Committee** .....

**Signed Chairman** .....

**Noted by the Governing Body** .....

**Signed Chairman of Governors** .....

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