

# WINGROVE PRIMARY SCHOOL



## Policy Statement for Teaching and Learning

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## **Wingrove Primary School Teaching and Learning Policy**

### **Contents**

#### Section 1 – Intention

- A- Rationale and Aims

#### Section 2 – Implementation

- A- Time Allocation and Organisation of the School Day
- B- Planning
- C- Differentiation
- D- Classroom Environment and Classroom Organisation
- E- Resources

#### Section 3 – Impact

- A- Formative and Summative Assessment
- B- Target Setting
- C- Record Keeping
- D- SEND and Screening
- E- EAL

#### Section 4 – Learning Processes and Teaching Strategies

- A- Learning Styles and Processes
- B- Teaching Strategies
- C- Monitoring and Evaluating

#### Section 5 – Homework

- A- Foundation Stage
- B- Key Stage One
- C- Key Stage Two

## Section 6 – Roles and Responsibilities

- A- The Parents' Role
- B- The School's Role
- C- The Children's Role
- D- The Governors' Role

### Section 1 - Intention

#### Rationale:

At Wingrove Primary School, we believe that teaching is fundamental to the quality of education provided by the school and that it is the main avenue through which the school contributes to the attitudes, progress and attainment of our pupils. We understand the importance of highly effective teaching and that the level of effectiveness is intrinsically connected to the consequent rate, breadth, depth and consolidation of our pupils' learning.

The most effective teacher:

- makes pupils think and enquire;
- makes pupils, at all levels of attainment, able to achieve;
- makes pupils expect to behave well and believe in themselves;
- makes learning fun and fit for purpose.

#### Aims:

We are committed to the belief that, in order to learn, learners must be in the right 'frame of mind': motivated, confident and relaxed. At classroom level we try to minimise barriers to learning by:

- developing a classroom culture of success and improvement;
- displaying good subject knowledge and understanding in the way we present and discuss the subject;
- valuing all contributions and encouraging enquiry;
- using techniques which encourage active learning;
- using time, support staff and physical resources effectively;
- making learning relevant and purposeful;
- using ICT effectively;
- planning effectively, setting clear objectives that children understand (including homework);
- building relationships built on respect and trust;
- teaching children the value and enjoyment of learning;
- ensuring tidy, well-ordered and accessible resources;
- as far as possible, providing appropriate levels of heating, lighting and cleanliness;
- using display to reflect and extend learning as well as to develop aesthetic values and appreciation;
- using calm voices and positive language in all situations;

- encouraging children to take responsibility for their own learning environment;
- having a set of class rules (Seven Golden Promises), rewards charts in each class;
- providing pastoral systems in which to address issues and develop self esteem.

## **Section 2 – Implementation**

### **A- Time Allocation and Organisation of the School Day**

At Wingrove Primary School we are committed to providing a broad and balanced curriculum based on, and supported by, the National Curriculum.

In order to maximise learning and to use teaching time most effectively, we divide the curriculum into topics, which enables us to make links between subjects, although some subjects are still taught discretely, as appropriate. We aim to use the contexts provided by the foundation subjects to enhance the development of key knowledge and skills, particularly those learned in literacy and numeracy. In Key Stage One there are 23 hours and 10 minutes of teaching time per week and in Key Stage Two 25 hours. There are three 20 minute assemblies per week. We ensure that each area of the curriculum has adequate pupil progress time spent on teaching and learning in order to support learners in achieving.

#### **The timing of the school day:**

##### **Nursery am 0845-1145**

0840-0845	Doors open, welcome and self registration
0845-1015	Child-initiated learning/ adult-led/ inside and outside
1015-1030	Key worker sessions and snack time
1030-1130	Child-initiated learning/ adult-led/ inside and outside
1130-1145	Rewards/ whole group session
1145	Home time

##### **Nursery pm 1230-1530**

1225-1230	Doors open, welcome and self registration
1230-1330	Child-initiated learning/ adult-led/ inside and outside
1330-1350	Key worker sessions and snack time
1350-1515	Child-initiated learning/ adult led/ inside and outside
1515-1530	Rewards/ whole group session
1530	Home time

### **Reception:**

0845-0900	Welcome, registration and calendar activity
0900-0920	Session 1 or assembly (20 mins)
0920-1020	Teacher-led group session (1 hour)
1020-1030	Snack
1030-1045	Playtime
1045-1135	Teacher-led group session (50 mins)
1140-1255	Lunch
1300-1500	Registration and teacher-led group sessions (2 hours)
1500-1515	Reading for Pleasure (15 mins)
1515	Home time

### **Key Stage One (23hours, 10 minutes):**

0845-0900	Tasks and registration
0900-0920	Session one or assembly (20 mins)
0920-1030	Lesson 1(1hr, 10 mins)
1030-1045	Play Time
1045–1200	Lesson 2 (1hr, 15 mins)
1200-1300	Lunch Time
1300-1320	Registration and Lesson 3 (20 mins)
1320-1405	Lesson 4 (45 mins)
1405-1415	Play Time
1415-1500	Lesson 5 (45 mins)
1500-1515	Reading for Pleasure (15 mins)
1515	Home time

### **Key Stage Two (23hours, 20 minutes):**

0845-0900	Tasks and registration
0900-0920	Session 1 or assembly (20 mins)
0920-1030	Lesson 1(1hr, 10 mins)
1030-1045	Play Time
1045-1200	Lesson 2 (1hr, 15 mins)
1200-1300	Lunch Time
1300-1400	Registration and Lesson 3 (1 hour)
1400-1500	Lesson 4 (1 hour)
1500-1515	Reading for pleasure (15 mins)
1515	Home Time

## **B- Planning**

### **Long Term Planning and Topics**

Curriculum time can be planned as continuous study throughout the term or as blocks of study. Teaching and learning are planned using Key Stage long term planning curriculum maps. This is reviewed continuously as part of the

ongoing monitoring and evaluation, and improvements made to suit the needs of learners and to give learning relevance and purpose. Each theme begins with a philosophical question to provoke thinking and enquiry. Again, each theme is developed and amended as appropriate.

Subject Leaders and the Creative Curriculum Leader (DHT) have a crucial role in ensuring that the requirements of the National Curriculum are being met across the school and that there is a logical progression of skills and knowledge.

### **Medium → Short Term Planning**

There is an agreement within Key Stages on the topics and units of work allocated each half term, in order to share resources across the school. This is set out on the curriculum map. Half termly plans for numeracy and literacy (in blocked units of at least one week) are also agreed.

Particular texts are also identified for literacy and the creative curriculum. Each year group has a suggested list of authors to study and there are class sets of at least two texts per year group. PSHCE, citizenship and key skills are addressed through topics and units of work. Teachers share planning and expertise where possible.

Half termly plans for each subject have sufficient detail and are amended during the course of a sequence of lessons, so that they become weekly plans. All planning is produced on an agreed format and stored electronically on the school's server.

Detailed unit plans for literacy and numeracy are produced on agreed proformas. These include differentiation and plans for targeted support and are led by objectives and intended outcomes.

All planning is stored on the school server and is accessible to all teaching staff. (Teachers' Drive: All Planning : current year for literacy and numeracy and other subjects and topic areas). All plans are shared by teaching staff and teaching assistants so that everybody is aware of intended outcomes and able to target support appropriately.

## **C Differentiation**

### **Differentiation**

Differentiation is the planned provision of learning opportunities that takes into account the differences in the abilities of pupils, including the most able, in order to ensure they achieve their potential.

Effective differentiation is characterised by:

- sound planning and preparation before the lesson begins;
- clearly defined learning objectives and experiences which are made clear to the pupils at the beginning of the lesson / piece of work;
- a learning environment which is attractive and orderly;

- an organised variety of resources which are both appropriate and accessible;
- opportunities for a variety of teaching approaches;
- opportunities for interim support and monitoring of pupils' activities during the lesson;
- effective use of available support mechanisms eg other adults;
- effective and manageable record keeping systems.

At Wingrove we recognise and understand that we can differentiate in different ways:

### **Content >> resource >> task >> outcome >> response and guidance**

- **Content** – by applying the 'track forward / track back' approach to the selection of key learning objectives.
- **Resource** – the greatest opportunity for differentiation. Key criteria we apply to the use of physical resources fall under three headings: appropriate, available, able to use.
  1. Appropriate: print resources have the appropriate readability level, are user friendly and clearly designed; technology (eg computer, listening device, video) is widely used;
  2. Available: resources are easily accessed by pupils in the classroom and are clearly labelled; pupils are taught to take responsibility for managing classroom resources;
  3. Able to use: appropriate study skills are identified and taught; opportunities are provided for pupils to use and develop study skills using a range of resources within the classroom and in the library; displays are used to promote and guide effective use.

Human resources – the planned and targeted use of other adults in the classroom and in withdrawal, intervention programmes such as Lexia, guided reading, speech and language programs, bespoke or same day intervention, or pre-teach sessions.

- **Task**
  1. Variety: pupils are provided with a variety of learning activities; objectives are made explicit to the pupils; tasks provided enable pupils to practise skills;
  2. Choice: we recognise that the provision of opportunities for self-directed learning can be a powerful motivator and that in order to take full and effective advantage, pupils must first be presented with and guided through each option. Then, when appropriate, pupils are given opportunities to choose which tasks they carry out; the tasks are meaningful in that they are linked to individual learning targets; pupils may be given choice as to how their work is presented thereby offering opportunities for greater ownership and pride;
  3. Match to pupil ability: provision of core, extension and reinforcement activities; provision of open-ended activities; opportunities for pupils

working individually, in pairs or in groups; application of re-directing techniques to ensure pupils stay on task.

- **Outcome** – is always differentiated as each child's response will be different. Differentiation of outcome is planned for by the use of the other strategies and techniques described.
- **Response and guidance** – in order that we can motivate and enable our pupils to learn we ensure that:
  1. They know what they are doing and why;
  2. They know what they are expected to achieve and when;
  3. They know what the teacher will be looking for when the work is marked / assessed;Equally, we ensure that we:
  1. Provide personalised marking which acknowledges, informs and advises;
  2. Provide support, through questioning and giving information, which will facilitate, motivate and skill up our pupils.

## **D Classroom Environment and Classroom Organisation**

Generally, all classes have a display area dedicated to groups/ rewards. The ability groups are listed in colours. The class rules and contracts/promises and points charts are also on display. Sanctions charts are also visible in KS2 (traffic light system or similar is in place in EYFS and KS1). Photographs of the stars of the week are displayed on a board in the hall. These are linked to the weekly assemblies. Targets and records of achievement can be seen in children's books (literacy and numeracy). Tables are arranged together to meet the purpose of the lesson and needs of the children. This may vary from class to class and across different lessons. Appropriate equipment for each child i.e. pencils, writing pens, rulers and rubbers are provided and available. Tables are positioned to allow free and easy movement. Each seat is positioned to enable the child to see the whiteboard clearly. Each child has a named drawer for personal belongings and learning resources. Monitors' lists are in evidence on the classroom walls. In every classroom, there is a child-friendly anti-bullying policy and an area for Reflection with Thinking and Talking Books. A Fire Safety card is also on display at the entrance and exit of each classroom.

In all classes there is a working wall for numeracy and one for literacy. These provide learning prompts for the children and include word lists, mathematical vocabulary and resources to reflect the curriculum for each year group. There is also a range of displays reflecting current learning and/or providing an interactive learning experience for the children eg washing lines for Talk for Writing. Pupils' work is displayed attractively and, where possible and appropriate, reflects the diversity of the classroom.

Where parents have access to the classrooms (EYFS, KS1 and Y3), there are parents' notice boards with timetables and information.



Interactive, electronic screens are used predominantly to display lesson presentations. Visual richness via slideshows, animations and videos is used incidentally and directly to stimulate imagination, discussion and questioning. Class PCs allow independent activities within and beyond lessons.

## **E- Resources**

### **EYFS**

In EYFS, resources are stored in either the classrooms, on the shelves in corridors or in the large storage cupboard. The outdoor resources are stored in classrooms, in the outdoor area, or in the large container and sheds. The staff organise the rooms in learning areas, where children are able to find and use equipment and resources independently.

### **Creative Curriculum/Themed Resources**

#### **EYFS**

As above – resources are stored in the large cupboard

#### **KS1**

Past SAT papers are stored in KS1 Group Room. Current SAT papers are stored in cupboards between classrooms. Numeracy resources are stored in classroom cupboards and in group rooms. Topic/ science resources are stored in boxes in the KS1 classrooms. Other resources (KS1) including maths/ Magic Maths. All phonic resources are held in the ground floor 'Animal' Corridor.

#### **KS2**

Subject-specific resources are stored in shared curriculum cupboards or in the first floor Group Room. SAT papers are stored in the first floor Group Room.

### **Guided Reading and Big Books**

Graded books for guided reading are kept on shelves in the downstairs Group Room and all phonic guided reading books which correspond to Letters and Sounds are stored downstairs in the 'animal corridor'. KS2 guided reading books are stored on books shelves in classrooms and have coloured stickers which correspond to reading ages and ability level. There is a wide range of reading materials in fiction and non-fiction. The collection is regularly supplemented to suit the needs of the children. Big books are stored in purpose-built bookcases in the library. Guided reading books are often sent home as individual books following a guided session, or in preparation for a guided session.

## **Individual Reading Books**

Every classroom has a designated reading area/zone with a varied selection of reading books including fiction and non-fiction as well as age-appropriate comics and magazines. Y2 classrooms have 'reading arches' under which children can sit and read quietly. Each classroom has a listening bank with 6 headphones and a range of CDs. In addition to this, there is a wide selection of home-school reading books in the Library. They consist of staged reading scheme books (ORT and others) and 'real' books for children once they have reached a level of competence. Again, these are colour-coded according to reading ages and ability levels. Teachers make professional decisions regarding each child's readiness to proceed onto more challenging books, and therefore, children will move through the boxes and stages at varying rates. Parents contribute to this process by informing teachers of how well children are progressing at home and which books have been read. Parents are encouraged to use the Pupil Reading Record Book and are invited to talk to teaching staff about their child's reading.

## **Other Resources**

Design technology, ICT, music, RE and science, geography and history resources are stored in specific cupboards or the Computing Suite. Art resources, including classroom consumables, are stored centrally in store cupboards downstairs.

Subject Leaders and Key Stage leaders are responsible for ordering resources and classroom consumables using the school requisition forms via the school office. Orders are made to coincide with the budget allocation which operates on the financial year April-April. All orders are placed before the end of December following the budget allocation in March/April. Past Y6 SATs papers are kept in the filing cupboards in the first floor Group Room. PSHCE and MFL resources are stored on the shelves and in cupboards outside Y3 classrooms. All intervention group resources are stored in the Group Rooms.

## **Section 3 – Assessment**

### **A- Formative and Summative Assessment**

#### **Formative Assessment**

Formative assessment is achieved through interactive questioning, AFL, observation, plenary sessions, guided learning, regular marking and feedback, weekly 'tests' in spellings, mental maths, multiplication tables and homework. A detailed pupil tracker is maintained across the school, with individual records and group data stored in various media in each classroom/on PCs. This is invaluable in providing in-house monitoring information and transfer data for colleagues in Wingrove and beyond. To

support this form of assessment, iPads may be used using programs such as Seesaw and Tapestry as well as post-it stickers during observation times. Records can also be found on the Network or in teacher records, guided reading files, and daily reading records. We have also introduced Skills and Knowledge grids to be used for all foundation subjects to aid assessment and learning. Knowledge organisers also provide children and families with support across units of work. Practical maths and DT books also capture learning and these are used by teachers, subject leaders and SLT for monitoring and evaluating.

### **Summative Assessment**

Summative assessment is achieved at the end of a unit of work, each half term, term or at the end of the academic year. This may be in the form of a timed test and is based on SAT papers and corresponding mark schemes. Evidence can be found on the pupil tracker and teachers' record books. Each ability group's phonic and spelling knowledge is assessed every half term as well as every week. The evidence can be found on the school's Network. For Computing, an assessment grid is completed at the end of every unit and sent via email to Subject Leader.

### **B – Target Setting**

Target setting is formulated from assessment results, age expectations and individual children's targets, particularly for SEN and EAL. Children are expected to know and be able to discuss their next steps and progress towards them. New targets are set each term or as necessary. Children are guided through their feedback sessions either in pink highlighted sections of their work, through discussion with children or using IT to support marking and assessment.

### **C – Record Keeping**

All staff across the school currently keep records electronically on the school's network. Records include regular assessment outcomes, No More Marking outcomes, spelling tests, phonic levels, reading stages and homework routines. All termly assessment results are put on to the pupil tracker and these in turn are uploaded by admin to LA. Mental maths results, diagnostic spelling results and ICT end of unit assessments are held centrally on the Network. Individual and guided reading records are kept in files. These are updated regularly and are available in classrooms.

Teaching assistants regularly feedback to teachers with evaluations of children's learning or difficulties, and keep professional records of their interventions.

### **D – SEND and Screening**

Children identified as having Special Educational Needs and disabilities are tested, screened and provided for as detailed in the Special Educational

Needs Policy. Children identified as not making expected progress are given extra support as appropriate and directed by the school's Inclusion Manager in consultation with outside agencies, teaching staff and teaching assistants (TAs). The Newcastle Assessment tool is used for all children who are not yet at NC level.

## **E – EAL**

Children at early stages of learning English as an additional language are assessed using Newcastle LA's version of the NC extended scales. Extra support is given as appropriate. This is co-ordinated by the Inclusion Manager.

## **Section 4 - Learning Processes and Teaching Strategies**

### **A – Learning Styles and Processes**

We acknowledge that people learn in many different ways and that most children have a preferred and comfortable style of learning. We therefore recognise that we need to develop strategies for teaching that allow children access to effective learning. We plan activities that appeal to visual, auditory and kinaesthetic styles of learning. We celebrate the fact that our learners may be intelligent in different ways, and we therefore ask not 'how intelligent is the child?' but 'in what ways is the child intelligent?' We actively seek to promote self esteem by encouraging children to recognise, and so gain, maximum benefit from their particular abilities and talents.

We encourage children to take responsibility for their own learning and be reflective about what makes it easy or difficult for them to learn as well as providing solutions to overcome difficulties and maximise opportunities.

We understand that the human brain has an unlimited potential to learn and we promote this principle to all learners in our school community.

### **B – Teaching Strategies**

When teaching, we focus on motivating the children and building confidence as they acquire new skills and knowledge of the curriculum.

Because of our understanding of learning styles and multiple intelligences, we offer opportunities for children to learn in different ways:

- investigation and problem solving;
- research and finding out;
- asking and answering questions;
- exploring the environment;
- reflection and self-evaluation;
- creative activities;
- mind mapping;

- working in pairs;
- working in small groups;
- working as a whole class;
- using ICT;
- using music;
- physical activities;
- role play and presentations;
- designing and making things;
- discussion;
- educational visits;
- visitors and expertise to share.

We adapt our teaching styles and strategies to suit learning styles. We understand that visually-oriented learners respond well to writing and reading, diagrams, pictures, videos, wall charts and posters. Auditory-oriented learners respond well to speech, discussion and sounds to support learning. Kinaesthetically-oriented learners respond well to movement, 'hands-on' activities, design and creative activities, role-play and drama.

We are aware that, as teachers, our own preferred learning style may influence the way that we teach and, with this in mind, we regularly review our provision for all children.

## **C – Monitoring and Evaluating**

Teaching and learning are monitored regularly by the head teacher, deputy head teacher and Subject Leaders in order to:

- establish and help maintain standards of achievement;
- ensure consistency across year groups;
- identify learners who are underachieving or under attaining;
- establish and share best practice;
- make continual improvements towards a broad and balanced curriculum that serves all learners;
- support teachers in developing effective teaching strategies;
- assess work towards whole school improvement objectives;
- ensure that the school and its learners are meeting targets.

This is carried out in a range of ways including:

- scrutinising samples of work;
- scrutinising teaching plans;
- talking to individuals and groups of children;
- learning visits and 'drop-ins';
- scrutinising target setting and feedback given orally and in writing;
- looking at a range of learning evidence such as assessment tasks and photographs;
- peer to peer coaching feedback;

- No More Marking outcomes;
- lesson observations.

Members of staff always give appropriate feedback that identifies areas of strength and areas on which to focus development. All teachers reflect on their practice and plan their professional development needs accordingly. We do all we can to support our staff in developing skills and knowledge so that we can continually develop and strengthen learning.

## **Section 5 – Homework**

Homework should provide children with an independent task to practise, consolidate or apply skills and knowledge gained in lessons. Independence is expected, though parental / family involvement to support and show interest is also encouraged.

### **A - Foundation Stage**

Homework in the nursery is linked to work carried out with the parents' group reading session.

Reception homework is presented in a folder which contains a reading book (words and sounds) with a task to complete. Regular feedback is given to parents orally and in writing to promote involvement and pupil progress.

### **B – Key Stage One**

In Y1, reading folders are sent home each day and curriculum homework is sent home in homework books regularly. At the Curriculum Morning (Welcome Meeting) each September, parents are shown important aspects of the Literacy and Numeracy Curriculum and are provided with a pack of resources that can be used at home to support children's progress. This is an important event that supports parents and develops good parent/teacher communication.

In Y2, spellings, numeracy, literacy/topic work is given out each week. This is given in a homework folder with literacy homework book. Resource packs are also given to parents in Y2 to enable them to provide effective support to their children. Project-based homework may also be given to children on occasion.

### **C – Key Stage Two**

In KS2, literacy, numeracy, spellings and times tables are given out each week. Project-based homework may also be given to children on occasion. Children are also encouraged to bring in their home/school reading books on a daily basis. Children are guided by staff in schools when they select their reading books from specific areas of the school. Children in EYFS and Key Stage One have phonic texts as well as interest books as home readers. Children who are proficient in their phonic knowledge may be working through ORT staged books, or may have progressed to 'real' books.

A record of returned homework is maintained by the class teacher and on occasion, when a child fails to complete a task, they may be asked to complete this during playtime. There is a daily, supervised indoor homework session in KS2 at lunch times. Parents are informed when homework is not returned on three consecutive occasions. Homework and children's attitudes are discussed during the parents' consultations which take place each term.

## **Section 6 – Roles and Responsibilities**

### **A – The Parents' Role**

Parents are encouraged to support learning by:

- ensuring that their child comes to school feeling positive and confident;
- ensuring good attendance and punctuality;
- communicating to school any problems that their child may be experiencing in school or at home;
- attending parent consultation evenings and other meetings as appropriate;
- informing the school of any changes to contact details;
- ensuring that their child wears the correct uniform and has the appropriate PE and Forest School kit;
- supporting their child with homework;
- responding to letters sent home from school;
- informing the school of absence;
- supporting extra-curricular activities.

### **B – The School's Role**

In relation to each of the above areas, the school will reciprocate by:

- responding to all offers of support as far as it is able;
- respecting all information given in confidence;
- giving clear information on the aims and objectives of the curriculum and school procedures;
- setting up curriculum meetings;
- providing professional development for all members of staff;
- making available information to all involved parties as appropriate;
- working in partnership with parents and guardians to ensure the success of their child.

### **C – The Children's Role**

With support, children are expected to:

- build relationships with other learners in school;
- be polite, helpful and well behaved;
- learn to communicate with staff;

- follow school rules and classroom contracts;
- take care of resources;
- take responsibility for their own actions;
- do their best at all times;
- reflect on learning and work towards targets.

## **D – The Governors’ Role**

The governors have responsibility to monitor, review and report on teaching and learning issues in school as detailed in the governors’ relevant documentation.

Each governor is assigned to a particular year group and/or subject area. They regularly visit the school to gain knowledge of their area and are regularly invited to attend assemblies and performances.