

Great Orton Primary School

Teaching and Learning Policy

This policy was reviewed and updated by the Head / Governing Body.

Adopted by The Governing Body on 21st May 2018

HeadJ Robertson.....

Chair of GovernorsL Thorp.....

Review Date May 2022

*Learning and Teaching is the business of the whole school, including children, staff, parents, governors and all other involved stakeholders.
This applies both in and out of school hours provision*

Contents

Section 1	Aims
Section 2	Ethos Equal opportunities, Anti Racism
Section 3	Management of the school day Classroom management and organisation Planning Differentiation Record keeping and assessment Screening Monitoring and evaluation Teaching styles / strategies Work Related Learning Resources
Section 4	Learning processes Learning styles
Section 5	Governors' role Parents' role Community role The schools' role

Section 1

Aims of this policy

The curriculum we provide for our pupils will enable them to develop competences in five broad categories:

Competences for Learning

Pupils will:

- Begin to understand how to learn, taking into account of their preferred learning styles, and understand the need to, and how to, manage their own learning throughout life
- Have learned, systematically, to think
- Have explored their own creative talents, and how to make best use of them
- Have learned to enjoy and love learning for its own sake and as a part of understanding themselves
- Have achieved high standards in Literacy, Numeracy and Spatial understanding
- Have achieved high standards of competence in handling information and communications technology and understanding the underlying processes

Competences for Citizenship

Pupils will:

- Develop an understanding of ethics and values, how personal behaviour should be informed by these, and how to contribute to society
- Begin to develop an understanding of how society, government and business work, and their role as active citizens
- Understand cultural and community diversity, in both national and global contexts, and be offered opportunities to consider why these should be respected and valued
- Begin to develop an understanding of how to manage aspects of their own lives, and the techniques they might use to do so - including managing their financial affairs

Competences for Relating to People

Pupils will:

- Understand how to relate to other people in varying contexts in which they might find themselves, including those they manage, or are managed by others; and how to get things done
- Understand how to operate in teams, and begin to think about their own capacities for filling different team roles
- Be offered opportunities to manage others, as a peer, mediator or mentor
- Have developed a range of techniques for communicating by different means, and understand how and when to use them
- Have developed competence in managing personal and emotional relationships

- Understand, and be able to use, varying means of managing stress and conflict

Competence for Managing Situations

Pupils will:

- Understand the importance of managing their own time, and begun to develop preferred techniques for doing so
- Understand the importance both of celebrating success and managing disappointment, and ways of handling these
- Begin to understand what is meant by being entrepreneurial and initiative-taking and be offered opportunities to develop their capacities for these
- Begin to understand how to manage risk and uncertainty, the wide range of contexts in which these will be encountered, and practice techniques for managing them in a safe context

Competences for Managing Information

Pupils will:

- Begin to develop a range of techniques for accessing, evaluating and differentiating information and have started to learn how to analyse, synthesise and apply it
- Understand the importance of reflecting and applying critical judgement, and have learned how to do so

Section 2

Ethos:

The ethos and atmosphere of Great Orton Primary underpins our agreed aims of the school. Our Aims are:

- To develop and foster a happy, welcoming, stimulating, attractive and caring environment.
- To develop and promote self confidence in our children
- To develop and foster social and life skills
- To encourage and sustain positive behaviour
- To cater for individual education, expecting high standards so that children thrive and reach their full potential
- To make each child feel valued and teach them to value others and their property, regardless of race, creed or disability
- To contribute to and further enhance parental and community links

Teachers will provide a broad and balanced curriculum that develops skills, concepts and knowledge necessary for future learning.

In the course of our daily work, staff will contribute to the development of this ethos through:

- Providing a calm and effective working environment at all times, in which each child can achieve their maximum potential
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered
- Providing positive role models
- Providing a fair and disciplined environment, in line with the school's positive management of behaviour policy
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with *Great Orton's Assessment Policy*
- Effective management of our professional time
- Developing links with the wider community
- Providing children with meaningful, purposeful tasks, related to the National Curriculum, NLS, NNS and Early Learning Goals
- Valuing and celebrating everyone's success and achievements.
- Reviewing personal and professional development by attending appropriate INSET, training and providing support for colleagues in order to ensure a high level of professional expertise

Equal Opportunities / Inclusion:

In accordance with the school's Equal Opportunities and Racial Equality policies (see policy file) all children at *Great Orton* must be given full access to the National Curriculum. Staff will endeavour to help all children reach their full potential irrespective of race, culture, gender, age or ability.

Section 3

Management of the School Day:

1. The School Day

KS 1

8:45	Children enter school, staff to be available for parents to discuss any issues
8:50	Morning activities differentiated for different year groups
9:00	Registration
9:05	Teaching time (based on Accelerated Learning Cycle including breaks for Activate or Brain Gym)
10:10	Break

10:30	Teaching time (based on Accelerated Learning Cycle including breaks for Activate or Brain Gym)
12:00	KS 1 lunch
1:00	Teaching time - (based on Accelerated Learning Cycle including breaks for Activate or Brain Gym)
2:00	Break
2:20	Teaching time (based on Accelerated Learning Cycle including breaks for Activate or Brain Gym)
3:20	Assembly (Monday Celebration Assembly takes place ON Monday morning)
3:30	Out of Hours Activities

KS 2

8:45	Children enter school, staff to be available for parents to discuss any issues
8:50	Registration - Reading or Numeracy tasks
9:00	Teaching time (based on Accelerated Learning Cycle including breaks for Activate or Brain Gym)
10:10	Break
10:30	Teaching time (based on Accelerated Learning Cycle including breaks for Activate or Brain Gym)
12:00	KS 2 lunch
1:00	Teaching time - (based on Accelerated Learning Cycle including breaks for Activate or Brain Gym)
2:00	Break
2:10	Teaching Time
3:30	Teacher's available in the playground for parents/teachers to discuss issues
3:30	Out of Hours Activities

2. Time Allocation

Curriculum time can be planned as continuous study throughout the term, or blocks of units. Work will be planned using the Whole School Long Term Curriculum Plan. This will be reviewed annually to ensure groupings receive access to all topics.

Teachers will follow the agreed schemes * with reference to whole school planning to ensure that programmes of study are effectively covered.

**At Great Orton we are committed to following the programmes of study as required by the National Curriculum 2000, the National Literacy Strategy, the National Numeracy Strategy and the DCSF / QCA schemes of work including the Early Learning Goals. We are also keen to develop work -related learning skills.*

We also committed to raising standards of **Basic Skills** at Great Orton Primary. By **Basic Skills** we mean the ability to read, write and speak in English and to use mathematics and ICT at a level necessary to function and progress at work and within society in general.

All staff will encourage pupils to work within given timescales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils

Time Allocation per Week (recommended)

	KS 1	KS 2
Literacy	up to 6.5 hours per week	Up to 6.5 hours per week
Extended English	up to 40 mins per week	1 hour per week
Numeracy	up to 5 hours per week	5 hours per week
Mental Arithmetic	up to 1 hour a week	1 hour per week
*ICT(discrete teaching)	2x 30 sessions	2 x 30 mins sessions
Science	90 mins per week	120 mins per week
RE	60 mins	60 mins
Geog / History	60 mins	60 mins
Art / DT	1 hour per week	1 hour per week
Music	60 mins	60 mins
PE	80 mins per week	80 mins per week
PSHE + C	80 mins per week	80 mins per week

**The allocated time for ICT curriculum will also be incorporated into the planning for other areas of the curriculum, alongside the planning of explicit ICT lessons.*

Lessons may be cross curricular or discrete as in line with Enjoyment and Excellence (creativity within a broad and balanced curriculum)

Classroom management and Organisation:

1. Management

The learning environment will be managed and organised to facilitate different styles of learning, with particular regard to Additional and Special Educational Needs (G+T, SEN) and disaffected learners:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, interest, gender, social etc)
- One to one teaching
- Conferencing / coaching / mentoring
- Collaborative learning in pairs or groups e.g. buddy pairs
- Independent learning

All areas of the learning environment will be planned for, including where appropriate, the outside environment, in order to ensure opportunities for a range of practical activities which will develop appropriate skills, concepts and knowledge.

Learning Support Assistants, Classroom Assistants, Teaching Assistants, Special Needs Support Assistants and external agencies will be deployed when and where appropriate to support children with identified ASEN, as outlined on their Individual Education Plans.

2. Behaviour Management.

As outlined in our whole school "Behaviour" policy, each class will display class rules and appropriate learning behaviour reminders. Children will be encouraged to manage their own behaviour whilst individual support through behaviour books, reporting to parents, behaviour logs and traffic light system will be used (see Behaviour Policy).

3. Organisation

The classroom will be organised to facilitate the development of learner independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be grouped according to curriculum subject and/or multiple intelligences and clearly labelled
- Writing resources will be available for use at all times and will be centrally accessible
- Book corners will be comfortable and attractive
- Labels, resources and posters should wherever possible reflect the language and cultural diversity within the school and wider community
- Areas for the development of Speaking and Listening, and imaginative play should be set up within classes appropriately to meet the needs of the children. They should offer opportunities for a range of play, role play and S+L which will contribute to learning in a purposeful manner.
- All pupils should be involved in the maintenance and care of all equipment and resources
- Learning Intentions should be clearly visible alongside displays in appropriate "child friendly" language
- Learning Intentions should be made explicit at the beginning of every lesson (in "child friendly" language) both verbally and visually. KS 2 children should always write part of, or all of the LI at the beginning of their work.

4. Planning:

Every member of staff has a Laptop. Laptops belong to the member of staff for as long as they remain at Great Orton Primary School.

Weekly planning is monitored by HT. Feedback will be given to every teacher from the person monitoring the planning in order to support staff with their planning.

Planning files should be available for supply teachers to use if necessary. Teachers should ensure the files are organised and up to date at all times.

5. Differentiation:

Teachers will differentiate the curriculum by:

- Task
 1. Open ended activities
 2. Support / core / extension
 3. Higher level ideas
 4. Use and apply
 5. Small steps, prompts
 6. Challenge corner
 7. Differentiated homework
- Support
 1. Use of other adults
 2. Mentors
 3. Extra time
 4. Resources
 5. More prompts
 6. Fewer prompts
 7. Teacher intervention
 8. Different targets from same task
- Pace / time
 1. Pupils allowed less time
 2. Pupils allowed more time
 3. Waiting time in response to questions
 4. Time for review / evaluation by pupils
 5. "Menu" to work through
- Interest / negotiation
 1. pupils select from menu
 2. brainstorming
 3. pupils involved in planning eg type of work, format of outcomes
 4. devising own challenges
 5. research
- Resource
 1. bank of materials to which pupils have access
 2. varied text / prompts but at different levels of complexity
 3. varied pictures / artefacts
 4. fewer / limited resources
 5. different resources from others
- Recording
 1. spoken
 2. written
 3. use of ICT
 4. graphical
 5. varied amounts / styles

Differentiated tasks will be identified and detailed in weekly planning. Learning Intentions / objectives will be specified for all differentiated teaching. Detailed reference will be made in weekly plans to IEP, and EAL support for children with English as an additional language.

6. Target Setting, Record Keeping and Assessment:

Regular formative and summative assessments are made of pupils' work to establish the levels of attainment, inform future planning and identify ways forward for progress.

At Great Orton we follow an assessment grid identified in our target setting, record keeping and assessment policy. We use our marking policy consistently making sure the comments are relevant and understood by the pupils. Formative assessment strategies are seen as a vital part of helping children to reach their full potential. (See policy).

7. Screening:

- All FU pupils will be screened using the Foundation Stage Profile on entry and exit.
- All pupils (Year 1 - 6) will follow the assessment grid.
- Year 2 and Year 6 will take the Statutory Assessment Tasks and Tests.
- Year 3, 4 and 5 will be screened for Maths, English and Science using optional SATs.

All results will be kept in the Cohort Target Setting and Assessment files. These will be analysed and used to inform future planning. Individual children's results will also be monitored and tracked to ensure appropriate progress is being made and additional support given if necessary.

8. Monitoring and evaluation:

- Pupils work will be monitored and moderated termly in each of the core curriculum areas (now also including ICT). Governors and LEA representatives will be invited to take part in the Scrutiny of Children's work alongside Curriculum Leaders and Feedback will be shared with all staff.
- SLT and Curriculum Leaders will observe class teachers on a regular basis to support continual professional development.
- The HT's focus will be shared with all staff termly and included in the SIDP / OAP. The HT will observe every member of staff termly as part of the monitoring standards programme.

9. Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Visits to School to initiate contact and a relationship between parents, child and school to take place in the Foundation Unit (if required)
- The development of close links between the Foundation Unit and community playgroups / surestart etc

- The involvement of Curriculum Leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Foundation Unit and each Key Stage
- Teacher / peer observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Coaching
- Mentoring
- Listening
- Mind mapping / concept mapping
- Thought Showers (brain storming, spider's webs etc)
- Providing opportunities for reflection for ALL
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Formative assessment strategies including target setting and effective marking
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Use of brain- based activities and Fit For Learning
- Ensuring each lesson contain a range of Visual, Auditory and Kinaesthetic opportunities for children to learn
- Provide all children with opportunities for success
- Use a range of communication strategies - verbal and non-verbal
- Develop emotional literacy and intelligence

Staff will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work.

Teachers may use:

- Diamond teaching structure - whole class teaching, group work, whole class plenary
- Integrated "work wheel" approach - mixed ability group work covering several subjects in one session
- Teach do, teach do etc method.
- Coaching / mentoring

Specialist teaching is available from Curriculum Leaders when they can be released from class. We also value the input of consultants and advisory teachers as Great Orton is committed to continual improvement.

Team Teaching and Demonstration lessons are used to enhance teacher expertise within the context of CPD.

10. Work Related Learning:

Opportunities for pupils to consider entrepreneurial opportunities will be built into the wider curriculum. Skills for work related learning will be built into the broader curriculum offer.

11. Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource areas. These will be regularly audited by the Curriculum Leaders. Curriculum Leaders have a designated budget for which they are responsible for the monitoring and evaluation of.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health, Safety and waste.

Care will be taken to ensure that resources reflect and cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

1. Learning Process:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress.

New research has demonstrated that WATER is vital to ensure the brain is functioning effectively. At Great Orton all children will have access to water at all times. Bottles of pure water (no fizzy or fruit water) can be brought to school and left on tables for easy access.

In the course of learning children develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration
- Role play
- Creative play
- Structured play
- Retrieving information
- Imagining

- Repetition
- Problem solving
- Making choices
- Making decisions
- First hand experiences

At Great Orton we are committed to offering and helping children to learn through first hand experiences. Visitors, and a wide range of visits, will enhance the way in which children learn. Every topic taught within the curriculum will include a visit or visitors where practicable. We aim to make learning exciting and vibrant, thus engaging the children within the curriculum in meaningful ways.

Opportunities are organised to allow pupils access to these processes, and to develop their own strategies to gain knowledge and life long learning skills.

2. Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Visual learning
- Auditory learning
- Kinaesthetic learning
- Individual learning
- Collaborative learning in small groups or pairs
- One to one learning with adult or peer
- Whole class
- Independent
- Coaching
- Mentoring
- Mediation

SECTION 5

1. Governors' Role:

It is the Governors' role to monitor and review policies and their practice through:

- Regular visits to oversee the delivery of their subject(s)
- Discussion with HT, and Curriculum Leaders
- Reporting to Curriculum Sub-committee
- Reporting to full Governing Body

And as detailed in the Governors' handbook:

- To receive reports from the HT and /or Curriculum Leaders

- To attend INSET
- To receive reports from HT on relevant Health and Safety issues, and follow up any relevant issues
- To promote and ensure at all times equal opportunities in relation to race, culture, gender, class and belief
- To promote and ensure at all times the value and respect for all cultures and faiths

2. Parents' Role:

Parents are encouraged to support their children's learning by signing the home / school agreement and Code of Conduct :

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with teachers any problems in school that their child is experiencing
- Supporting their child by attending Open Evenings and other relevant meetings
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes
- Enduring that all contact addresses and telephone numbers are up to date and correct
- Ensuring that their child arrives at school wearing the correct uniform and bring the correct PE kit
- Agreeing to, and supporting the school's homework policy
- Welcoming staff at home-visiting times, such as before starting in Foundation Unit
- Contributing relevant information to base line assessment
- Attending all medicals and health interviews when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour at school
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs etc.

3. Community Role:

The community is invited to support the school by:

- Contributing to activities such as assemblies, artistic events, specialist outings and clubs
- Presenting themselves as positive role models particularly in relation to challenging stereotypes and addressing current topical issues e.g. disaffected learners and boys' achievement.
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regards to behaviour
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills

- Voluntarily helping within the school

4. 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.
- Proving a clear and strategic School Improvement Plan with key issues identified.
- Displaying Long Term Whole School Curriculum Plans.
- Having Schemes of Work, Medium term and Short term plans available to all those who need access.
- Providing all staff with Continual Professional Development opportunities.
- Ensuring all staff are involved in the Performance Management Cycle.
- Working in close partnership with LA, Local Schools, networking opportunities, Children's University etc to support the development of effective teaching and learning.
- Working in partnership with parents and guardians to ensure the success of their child(ren), and encourage parental involvement in working ways forwards for their child's educational future.