

Whitnash Primary School
'Learning, growing and succeeding together'

Teaching and Learning Policy



Whitnash Primary School Teaching and Learning Policy



To be read in conjunction with our policies on Assessment Policy, Behaviour Policy, Handwriting and Presentation Policy, Marking Policy and our Inclusion / Special Educational Needs Policy.

1 Curriculum Intent

In partnership with our families and wider community we are committed to ensuring that all members of our school feel, safe, included and valued.

With a strong school ethos, focused on the promotion of positive values high academic expectations and robust provision for social, emotional aspects of learning, we aim to foster and nurture personal resilience to enable all member of school to thrive and achieve.

Through the provision of an enriched and relevant curriculum we aim to inspire and motivate all members of our school to learn grow and succeed as reflective, resilient, curious, confident and resourceful members of society.

It is our intent that:

- a) learning should be a rewarding and enjoyable experience for everyone.
- b) teaching should be inclusive, inspiring and engaging for all pupils.
- c) through our curriculum provision, children acquire and are equipped with the necessary skills, knowledge and understanding to be able to make good or better progress in-year and across the Early Years and Primary phase.
- d) children build their resilience through the encouragement of a growth mindset.
- e) through appropriate teaching and learning experiences, we will equip our children to become passionate, curious and independent learners.
- f) children are provided with a rich and varied learning environment which allows all individuals to develop their skills and abilities to their full potential.
- g) there is an ongoing climate of high expectations, which ensures challenge for all learner.
- h) children are continually encouraged to articulate their learning and ask questions about what is taught, so that they deepen their understanding and develop their vocabulary.
- i) we develop children's self-respect and esteem.
- j) children are encouraged to appreciate the culture, ideas, attitudes and values of others and respect differences both within school and in their community.
- k) children are encouraged to appreciate and understand our share school and British values.
- l) we help children grow into reliable, independent, resilient and positive citizens.

The policy sets out our approach to learning and teaching at Whitnash Primary School. Our Curriculum Statements document outlines the more specific intent for each individual subject.

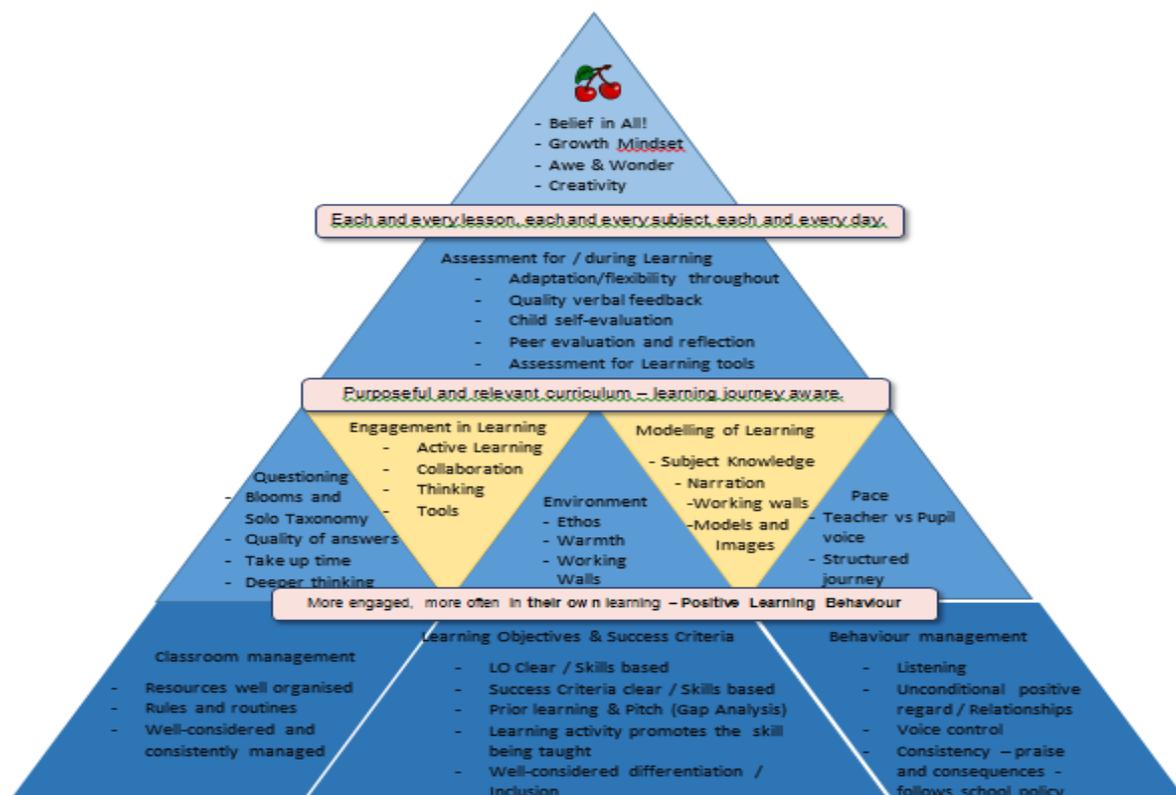
2 Curriculum Implementation

2.1 Overall Summary

- At Whitnash we ensure that all areas of the curriculum are linked to inspiring topics and the National Curriculum, and where possible, link to real life experiences. Wherever possible, children have first-hand experiences and are encouraged to learn through exploring. This, we believe, supports our children to understand the relevance of the learning and engage more deeply with the content.

- As a school, we strive to ensure all children are given a voice about what they learn and the content of the curriculum. Through the School Council, pre-topic brainstorming, pupil questionnaires, Class Ambassadors and teachers' discussions with pupils, children are involved with the creation of their learning.
- Whitnash Primary ensures children are supported in their understanding of the learning sequence, through a variety of means, including: Story Telling/Mapping, Working Walls and well-structured lesson planning. This aims to support effective learning, allowing children to see the relevance of their learning and enabling them to talk about what has been learnt and their next steps.
- Whitnash Primary utilises a range of high quality learning programmes to enhance teaching and learning, including White Rose Maths, Language Angels, Read, Write Inc, Accelerated Reader, 99 Club and Thrive.
- Whitnash responds to the needs of all pupils. We believe that children learn in many different ways in different situations, and respond best to varying types of input (visual, auditory and kinaesthetic); we therefore teach in a variety of ways, tailored to the context for learning and the differing aptitudes of our children.
- Whitnash rewards children for their 'Positive Learning Behaviour, ensuring children are motivated to learn and understand the high expectations the school has through a variety of means – Achievement Assemblies, Rewards and the use of Positive Learning Behaviour points.
- Whitnash supports children who may have barriers to learning. These barriers may be created by particular learning needs, or by difficulties with aspects of their social, emotional well-being or mental health. The school's robust approach to Special Educational Needs provision helps ensure children are provided with the necessary academic support to make progress, whilst the school adopts the Thrive Approach and a range of Personal Social and Health Education (PSHE) schemes to support children's general well-being. Whole-class and individual screening of children's social and emotional well-being, alongside our SEND provision, help all children to be ready and able to learn.

2.2 Curriculum Implementation - Whitnash Primary's Model of Effective Teaching



Effective teaching and learning at Whitnash Primary:

- builds on previous learning informed by the accurate use of assessment information.
- ensures children understand the context and objective of each lesson. Teachers share and explain the learning objectives/intentions to children. These learning intentions are skills based and linked appropriately to the specific skill children are learning.
- ensures children understand the steps they need to take to achieve the learning intention. 'Success Criteria' for a lesson is shared with children e.g. what steps they need to pay attention to or what specifically needs to be included in their work in order to succeed and achieve the lesson objective. This 'Success Criteria' is referred to with our children as 'Remember to...'
- ensures all lessons incorporate opportunities for a range of learning styles to be accommodated, reducing children's unnecessary Cognitive Load and maximising their understanding through a range of models and images.
- presents pupils with choice and ownership over their own learning tasks through layered challenges and fostering children's independence.
- ensures a range of differentiated learning tasks are provided to support children to achieve a specific learning objective within a lesson, these tasks are differentiated to provide a range of challenge to suit all abilities within a class.
- encourages children reflect on and review what has been learnt, ask and answer higher-order questions and evaluate their own learning. The techniques used to provide children with the responsibility and opportunity for peer and self-reflection are outlined in the school's Marking and Feedback Policy.
- makes sure time is given for verbal feedback to the children, celebrating success, reviewing learning strategies, and assessing learning.
- ensures a strong sequence of learning can be understood by pupils. Teachers indicate to the class what the next step in the learning will be for the following lesson and continually reviews the Learning Journey with pupils, supported by 'Working Walls'.
- ensures that lessons are appropriately paced and rich with new learning, whilst ensuring children also have sufficient opportunities, within and outside of lessons, to ensure that previous learning is securely embedded, through practice, review and improvement.
- ensure learning is awe inspiring, active and creative, with the Creative Curriculum given as much focus as the Core Subjects of Maths and English.
- provides opportunity for cross-curricular learning, so that learning is relevant, meaningful and enriched.
- equips children with the knowledge and cultural capital they need to succeed by ensuring topics cover essential knowledge that pupils need, whilst developing their appreciation of human creativity and achievement.
- ensures all children feel included and respected in their learning environment.
- ensures homework set is relevant and encourages children to engage with topics and practice key skills.
- ensures the effective deployment of teaching staff to support learning

2.3 Curriculum Implementation - Learning Approaches

We offer opportunities for children to learn in different ways. These include:

- investigation, exploring and problem-solving;
- research and discovery, including the handling of real artefacts linked to learning topics;
- group work;
- paired work;
- independent work;

- whole-class work;
 - child-led learning, that follows themes of interest;
 - current affairs;
 - asking and answering a variety of open-end and closed questions and encouraging pupils' to develop their reasoning skills (Bloom Taxonomy Guidance);
 - using ICT to support learning;
 - fieldwork and visits to places of educational interest;
 - creative activities, including Art and Design, Music, Cooking and Nutrition;
 - looking at pictures and other visual images, including appropriate media clips and television;
 - listening and responding to music or audio material;
- play based learning, including drama, hot seating and role play;
 - listening to and participating in group/whole-class discussions, debates, and oral presentations;
 - participation in athletic or physical activity;
 - access to a wide range of resources to scaffold learning.
 - Access to reading quizzes through the Accelerated Reader Programme.



2.3 Curriculum Implementation - Enrichment

Whitnash Primary believes that curriculum enrichment is crucial to children becoming engaged and excited about their learning. Enrichment is implemented through our curriculum by:

- ✓ all teachers ensuring that areas of the curriculum are linked to inspiring topics, and where possible, linked to real life experiences.
- ✓ curriculum 'Wow Days' linked to whole-school or year group topics including Sports Days, festivals and celebrations and charity days.
- ✓ all teachers planning cross-curricular opportunities to learn, develop and apply skills in different situations and contexts.
- ✓ ensuring children have first-hand experiences and are encouraged to learn through exploring.
- ✓ year group visits to places of educational interest, including local places of worship, the theatre and art galleries.
- ✓ visitors to the school to support learning e.g. authors, the local Reverend, drama groups and musicians.
- ✓ the use of the outdoor environment to bring learning to life. This outdoor experience includes an opportunity for 'Forest School' at Whitnash Primary.
- ✓ extra-curricular activities to enhance and enrich learning for our children and continually providing a greater range of learning opportunities. These include, sports, Ballet, Cookery, Art, Computing and Forest School.
- ✓ collaborative working and community links to ensure children have access to the best resources for their learning. Whitnash utilises skills of everyone, including members of the community to provide children with expertise areas e.g. Martial Arts, Art delivered by a professional artist, Spaghetti Maths, Mad Science Workshops,

dance delivered by a Royal School of Ballet trained professional, Warwick University Teddy Bear Hospital, Compass School Nursing Service, visiting scientists, the local Fire and Police Service etc.

- ✓ the use of targeted enrichment lists for each year group.
- ✓ Curriculum awards e.g. International PSHE Award, Food for Life Award, Science Mark, Arts Mark, PE Award.



2.4 Curriculum Implementation - Learning Environment

It is crucial to staff at Whitnash Primary that the learning environment sets a warm, positive atmosphere which inspires, motivates and challenges learning. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. The learning environment is more than just displays in the classroom: it is the way the school feels as well. The learning environment at Whitnash:

- encourages children to feel safe, to respect and be respected and to feel and be included.
- is well-resourced and for resources to be easily accessible, organised and safe.
- celebrates success and individuals.
- is bright, attractive and is interactive to support children visually.
- supports children to recognise their learning journey, promote learning and is purposeful.

Children are further immersed in an exciting curriculum through their learning environments, such as by transforming an area within the classroom into a space ship, a disaster zone or a Stone Age Cave - all to immerse children into an exciting curriculum.

We also use 'Working Walls' and displays of work in progress in order to demonstrate effective learning strategies and to model good practice. We use displays as resources for learning, often providing prompts for the children. Not all displays of children's work will be pristine and exemplary, therefore. However, other displays also showcase the highest standards to ensure that all have high expectations of what children can achieve.

We conduct all our teaching in an atmosphere of trust and respect for all, linked to a fundamental belief in the continual need for 'Unconditional Positive Regard' for all individuals in our school.

2.5 Curriculum Implementation - Nurturing Learning / Learning Support

At Whitnash Primary we provide additional support to those children who are not achieving their Age Related Expectation and/or are experiencing barriers to learning or gaps in their understanding. This support is offered through quality first teaching, individualised

planning, targeted 1:1, small group or learning intervention, pre-teaching, Precision Teaching, booster classes and through the advice provided regarding home support. This support is informed by routine assessment and the use of the Target Tracker Gap Analysis to identify areas of focus for the whole-class, individuals and small groups.

For children requiring support due to identified Special Educational Needs or English as an Additional Language, agencies are likely to be deployed to support the school in providing the additional intervention required for the child. Termly Individual Education Plan (IEP) meetings are conducted with parents three times a year. These are child focused meetings where measurable, challenging and achievable targets are set.

For further information refer to the schools' Special Educational Needs Policy.

Our general approach to class learning provides the necessary support for all learners. This approach ensures:

- a range of differentiated learning tasks are provided to support all children to achieve a specific learning objective within a lesson, these tasks are differentiated to provide a range of challenge to suit all abilities within a class, children Special Educational Needs are considered carefully when teachers differentiate tasks and planning is individualised; Children are not 'pigeon holed' by their ability at Whitnash, and are therefore encouraged to self-select the layered challenge level of their learning with the support of their class teacher. Challenges are presented as 'Chilli or Numbered /layered Challenges' – mild/1, spicy/2, hot/3 and an extension activity. This approach to differentiation, enables children to build confidence with their learning and push themselves wherever possible to achieve.
- In Print 3 (Communicate in Print resources) is embedded across the school to support and develop literacy skills.
- adaptation is made within lessons to support those who require more support/scaffolding or greater challenge, in order to further personalise the level of differentiation for individual children or groups.
- support for children with their social, emotional and mental health through the school's Thrive Approach. This enables a clear assessment of need and provides necessary 1:1 support for individuals to overcome specific barriers to their learning through targeted Thrive Room work, as well as whole-class targeted approaches to well-being through weekly Thrive Sessions.

We believe effective learning starts with children being ready to learn. At our school therefore:

- ✓ we ensure practical learning and resources are readily available.
- ✓ we ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and included.
- ✓ we ensure learning challenges are set at the right level by providing pupils with choice and ownership of their own learning tasks and through warm/nurturing support to encourage children to develop confidence in their learning.
- ✓ we create a conducive learning environments by playing music to accompany learning, providing 'brain breaks' at various points in the lesson to refocus children's attention and by making sure that the children have access to drinking water to ensure good levels of hydration.
- ✓ we support children experiencing emotional barriers to learning through targeting counselling support, Thrive development groups and through small group or 1:1 support from the adults in school/class.
- ✓ we support children experiencing academic barriers to learning presented by gaps in their understanding.

- ✓ The school's assessment system (Target Tracker) 'Gap Analysis' is used termly to identify areas of focus and aims to ensure all children reach their Age-Related Expectation.
- ✓ all staff offer 'unconditional positive regard' to ensure a happy and positive learning environment for all.

3 Curriculum Impact – Assessment

- a) Assessment can take many forms at Whitnash Primary.
- b) The aim for assessment is to ensure teachers are aware of skills children have and what the next steps are to ensure maximum progress and high attainment.
- c) Teachers make on-going assessments through 'Assessment for Learning' of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children
- d) We use Target Tracker as a system to support teachers to capture assessment information and we use this to report 'Age Related Expectations' in line with requirements and termly/half-termly progress.
- e) Assessment is also supported by the use of other programmes, such as Accelerated Reader, Language Angels, Fit4Schools Fitness Testing, 99 Club and Thrive.
- f) Children's work is marked according to the school marking policy so that learning is identified in a developmental manner (refer to the Marking and Presentation Policy for more information).
- g) Children are encouraged to contribute to this process through self-assessment and peer-assessment.
- h) Throughout the Early Years setting the EYFS profile is used as a tool to identify where the children are and their next steps in learning. Target Tracker is also used to support teachers to capture this information systematically and termly.
- i) At the end of Key Stage 1 and Key Stage 2 children will sit the national SATs (statutory assessment tests) this data is reported to parents and the local authority as the representative of the school standing.



4 School Priorities and the School Improvement Plan

School priorities will focus on the children as learners and individuals and how teachers can strive to improve their teaching for more effective learning. School priorities are collaboratively created and shared, then displayed all around school on an annual basis. Whitnash Primary School prioritise these for everyone to understand their worth and ensure a robust focus for improvement. Each year these priorities will change depending on the needs of the school.

5 The Role of the teachers and learning assistants

- Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We

recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities.

- All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the school code of conduct, and we expect all children to comply with the rules that we jointly devised to promote the best learning opportunities for all.
- We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children behave inappropriately, we follow the guidelines for sanctions as outlined in our Behaviour Policy.
- We deploy Learning Assistants effectively to ensure the maximum impact on pupils' learning, well-being and progress. Learning Assistants deliver small group and individual support. This support relates to the development of children's social, emotional and mental health through targeted Thrive intervention for those who require it, as well as academic support. Learning Assistants work with the teachers to review the impact of these interventions and plan for children's next steps.
- All of our teaching staff reflect on their strengths and weaknesses, and through Performance Management reviews, use this reflection to plan their professional development accordingly. We do all we can to support our teaching staff in developing their skills, so that they can continually improve their practice

6 The Role of Subject Leaders and Middle Leadership

Curriculum leadership and management The Head Teacher and Senior Leadership Team have ultimate responsibility for the provisions, achievements and standards within the curriculum, however, the leadership and management of curriculum areas is the responsibility of the 'Subject Leader'. Their role is to provide leadership and management of their subject, to secure high quality learning and teaching and contribute to the priority areas in the School Development Plan.

Each academic year the Subject Leaders:

- ✓ Carry out an audit to identify strengths of the subject and the areas for further development. Write an action plan to set out what needs to be done to improve standards of teaching and learning in their subject.
- ✓ Monitor the progress of their action plan.
- ✓ Evaluate the impact of the actions on standards of teaching and learning and use this analysis to guide further improvement.
- ✓ Monitor the quality of learning by the evaluation of samples of work, planning and displays of work and talking to the pupils.
- ✓ Monitor the quality of teaching, as appropriate, alongside the Senior Leadership Team.

The main focus of monitoring when assessing the quality of impact in subjects are:

- Discussion with colleagues, talking to the children, displays, work trawls, resource audit, reviewing documentation, and data analysis.
- Evaluation of the standards of work in the subject across the school, comparing with like schools or national averages.
- Provision of support to staff on the teaching of the subject through giving advice, helping colleagues with planning and team teaching.
- Schemes of work, subject profiles of good work or resources.

- Communication and consultation with the Head Teacher and Governing Body.
- Maintaining a subject file containing information for the development of the subject.

Subject Leaders are expected to keep up-to-date with:

- their knowledge of statutory requirements for their subjects.
- their knowledge of current research and inspection evidence.
- their understanding of the characteristics of high quality teaching in the subject.
- the skills to be role model for other staff teaching the subject.
- their Leadership skills, through engaging with coaching and other essential core professional development.

Subject Leaders are expected to focus on their professional progress, with particular regard for continual development of their:

- decision making skills - including analytical and evaluative skills;
- communication skills;
- self – management skills;
- leadership and management skills;
- enthusiasm and commitment to their subject.

7 The Role of the Headteacher and Other Senior Leaders

- a) The head teacher and other members of the senior leadership team are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:
- the formal performance management and appraisal of teachers, involving lesson observations;
 - team teaching and working alongside teaching colleagues;
 - leading lesson study activities, when teachers plan, observe and evaluate their children's learning together;
 - talking to children about their learning in lessons;
 - scrutinising pupil's work in their books;
 - overseeing pupil assessment records.

8 The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the head teacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

9 The Role of Parents and Carers

- a) We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:
- holding Parent Workshops to explain our school strategies for various aspects of the curriculum such as English, Maths, Phonics and health education etc;
 - holding Parents' Evenings to explain the progress made by each child, and indicate how their child can improve further;
 - sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
 - providing regular communication relating to learning through the newsletter and school website.
 - sending parents and carers annual reports in which we explain the progress made by each child, and indicate how their child can improve further;
 - explaining to parents and carers how they can support their children with homework, and requesting, for example, regular shared reading, and support for children with their projects and investigative work linked to their homework menus;
 - welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements.
- b) We expect all parents to sign a Home/School agreement to indicate that they will support the school in educating their children.
- c) We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers to:
- ensure that their child has the best attendance record possible;
 - support their children with home learning, including regular home reading and completing their child's reading diary, weekly homework tasks from the Home Work Menus set, practising spellings and timetables.
 - attend meetings to support their child's learning e.g. Parents' Evenings and Learning Workshops
 - attend meetings relating to their child's specific needs where relevant e.g. Special Educational Needs Meetings – Individual Education Plan Reviews, counselling reviews and agency support meetings.
 - Engage with the community support on offer to support parenting where required e.g. School Nurse Support, Counselling/parenting support, Change for Life Workshops, Nutrition Workshops and Triple P.
 - ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
 - do their best to keep their child healthy and ready to learn;
 - inform school if there are matters outside school that are likely to affect a child's learning, emotional well-being or behaviour;
 - promote a positive attitude towards school and learning in general;
 - fulfil the requirements set out in the Home–School Agreement.

10 Monitoring and Review

- a) Senior leaders and the governing body monitor the school's Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.

Reviewed: February 2020

Next Review: February 2022

