



Policy for

TEACHING & LEARNING

Reviewed: Autumn 2016



WICKERSLEY
PARTNERSHIP
TRUST.

Aston Lodge Primary School
Teaching and Learning Policy

This policy aims to ensure that the children at our school are provided with high quality learning experiences that will lead to a consistently high level of pupil achievement.

This policy supports our school mission: **Show PRIDE: REACH for the stars.**

*Children will develop a sense of pride in their work and achieve their full potential. Every child will have their talents and successes recognised and celebrated. Developing children's attitudes and attributes are at the heart of what we do. We believe that by working together with parents and carers, we can nurture children to **Show PRIDE** through recognising and developing the following:*

Presentation
Resilience
Involvement
Drive
Effort

*We will ensure that all children aim high and **REACH for the stars** by developing the skills they need for a positive and successful future through:*

Respect
Enthusiasm
Aspiration
Co-operation
Happiness

This policy also supports the Rotherham School Improvement Partnership Mission:

'All students making a least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance.'

Our Aims

We will work together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner.
- Provide active, co-operative and independent learning through quality first teaching.
- Create an atmosphere where each child is valued and encouraged to be the best that they can be and by giving each child the appropriate support and enrichment.
- Create an inclusive learning environment where every learner is able to flourish and achievements are celebrated.
- Provide a welcoming, secure and stimulating learning environment
- Provide a creative curriculum which motivates children to learn and which takes into account differing learning styles.
- Work in partnership with parent, children and the wider community.

Learning Environment

The learning environment will be engaging, stimulating and supportive. Help stations will allow the children to access resources for support eg word banks, unifix cubes, dictionaries, numberlines etc. Reading corners will develop a love of reading. There will be a balance of working walls and children's work displayed. Role play areas or small world areas will provide cross curricular links that are age appropriate.

Planning of Lessons

Lessons will be planned with clear objectives taken from the National Curriculum and success criteria which will be shared with the children through the 'Star Learner'. A challenge will be set for children who complete the 'Star learner' in order to develop greater depth. Additional support will be deployed effectively to support all learners. Teachers will differentiate activities and provide appropriate scaffolds so that all children achieve the intended outcomes.

Assessment, Marking and Feedback

Marking and feedback can be written, oral, self or peer assessed. It should reflect strengths, and highlight next steps. Star learners are used to assess the objective that has been taught. Teachers will identify TAG groups to address misconceptions quickly and to secure learning before moving on. Children will be given time to respond to marking using purple polishing pens. For younger children instant verbal feedback will be used.

Monitoring of Teaching and Learning

Monitoring of teaching and learning in school will take place termly over a 2-3 week period through :

- Learning walks
- Work scrutiny
- Planning/timetable scrutiny
- Pupil Progress meetings
- Pupil Voice
- Lesson observations
- Drop-ins

This information is then collated and informs 'Teacher on a Page' whereby strengths and areas for development are identified. CPD opportunities are planned for and any concerns will be addressed.

Governors are updated at School Improvement meetings and at Full governing body meeting held each term. Governors also take part in monitoring activities with the Head of School and subject leads.

Working with parents.

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about their children's learning through:

- Holding Parent Consultation meetings during the Autumn and Spring Terms
- Individual meetings if required
- Class/school newsletters.
- Special Learning events or workshops
- End of Year Records of Achievements

We expect parents to support school by:

- Ensuring their child is punctual and attends school
- Ensuring that their child is well equipped for school including the correct uniform and PE kit.
- Keep school informed of any matters that may affect their child's behaviour or performance.
- Promote a positive attitude towards school and learning.

Subject Teaching

Subject	FS/KS1	KS2
Phonics	Taught daily for 20minutes using 'Letters and Sounds.	Bespoke interventions for children who are below age appropriate expectations.
Grammar	<p>At least one dedicated session with explicit reference to correct terminology which then feeds into reading and writing activities.</p> <p>Grammar activities to be included in morning work.</p> <p>Correct grammar and punctuation will be modelled throughout the curriculum.</p> <p>Staff are expected to use Standard English at all times.</p> <p>Children will be corrected appropriately and at their level by adults.</p>	
Reading	<p>FS - Daily Stories, songs and rhymes. Reading promoted within continuous provision</p> <p>When a child is at the appropriate level they will have access to guided reading and comprehension activities.</p> <p>Guided Reading at least 4x a week so children access a session with class teacher plus pre-read and post read activities. Comprehension skills developed through shared and group activities.</p> <p>Individual Reading/Accelerated Reader (KS2)</p> <p>Daily Class stories including core stories.</p> <p>Other reading opportunities within the curriculum. Text rich environment.</p>	
Writing	<p>FS – mark making/writing opportunities within continuous provision Letter formations Focus group activities. Variety of genre taught through both key stages:</p> <ul style="list-style-type: none"> • Pre assessment carried out prior to genre being taught. • Purpose (What's in it for me? Why are we doing it?) • Read It (Look at examples, collect features, build learning wall and success criteria) • Plan It : Model planning and display process • Write it: Teach children how to write genre through shared and guided writing. • Post assessment: children will plan and write a text in familiar context. • Further Assessment: Plan and apply in topic work. <p>Teachers to model good handwriting and presentation at all times. Cross curricular handwringing should reflect same expectations.</p>	
Maths	<p>FS – numeracy/counting opportunities within continuous provision Number formation Focus group activities.</p> <p>Basic skills promoted through BIG maths activities. CLIC tests and CLIC challenges fortnightly.</p> <p>Daily maths lessons with opportunities to develop calculation strategies and using & applying including mastery.</p>	
ICT	<p>Use and apply as relevant in literacy and numeracy. Blocked ICT session following curriculum.</p>	
PE	<p>FS- Outdoor provision. Hall session for FS2 Equivalent of 2 hours activity per week including swimming at Y2,3,4 (1 hour per week delivered by Wickersley Partnership Trust</p>	

Science, PHSE, Art, Geography, History, DT, RE,	Blocked as relevant to topic	
Music	Age appropriate Songs and Rhymes. Blocked as relevant to topic	1 session per week provided by Wickersley Partnership Trust.
MFL		1 hour per week on a rolling programme. Delivered through Wickersley Partnership Trust.

We are aware of the need to review the school teaching and learning Policy regularly in order to address school improvement priorities, new staffing arrangements as well as taking into account new initiatives, changes to the curriculum and developments in technology.

Reviewed: Autumn 2016 (will be presented at governors on 15th Nov)