

# Netherthorpe Primary School Teaching and Learning Policy

## Introduction

This document is a statement of the aims and strategies for teaching and learning at Netherthorpe Primary School. It also outlines responsibilities for stakeholder groups so that all members of the school community can contribute to the facilitation of learning. It should be read in conjunction with other school policies, with particular reference to those for Early Years Foundation Stage, Special Educational Needs, Inclusion, Equal Opportunities and Race Equality, Behaviour Code, Homework and Assessment/Marking and Feedback.

## Our School Vision

**Walking through the door you will be met by a sea of friendly, smiling, eager faces that tell you learning here is exciting and lots of fun. We are all ready, willing and committed to achieving our very best, through the inclusive, practical and stimulating opportunities created especially for us. We are confident problem solvers who love a challenge; we know that learning involves taking risks and making mistakes. We have the highest expectations and respect for ourselves and others. Our vitality for learning extends beyond the school day and the school gates.**

**Our school community is a wonderful mix of people from all over the world. We have many different interests and talents that we love to celebrate and share with one another. We are safe, healthy and happy in a learning environment that nurtures, supports and empowers. Every member of our school community is valued: we all have a choice and a voice. The road to lifelong learning begins here!**

**We are proud to belong to Netherthorpe Primary School...where everyone has a chance to shine.**

## Aims:

At Netherthorpe Primary School we undertake to:

- Provide a broad, stimulating, creative curriculum that engages and motivates pupils.
- Raise levels of attainment for all pupils, enabling every individual to achieve his or her personal best.

- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Promote self-esteem, resilience and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, ethnicity, faith, social class and special needs.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.
- Enable the development of literacy, numeracy and social skills essential for adult life.

### Values:

At Netherthorpe Primary School it is believed that effective learning takes place when:

- Pupils are valued as individuals and are actively involved in the learning process.
- There is an atmosphere of mutual tolerance and respect.
- Teachers have high, realistic expectations of their pupils' capabilities.
- The learning environment is stimulating, comfortable and safe.
- There is a shared understanding of expectations of behaviour.
- Time is spent ensuring that pupils have deep and meaningful learning experiences that extend beyond the superficial.
- All staff work together co-operatively in a mutually supportive manner putting the needs of pupils first and foremost.

### Responsibilities:

All members of the school community (staff, pupils, parents, governors and voluntary helpers/students) contribute to effective learning by:

- Encouraging, praising and positively reinforcing good relationships and behaviour.
- Working as a team, supporting and encouraging one another.
- Maintaining a well-ordered environment with a shared understanding of good behaviour.
- Valuing children as individuals and respecting their rights, values and beliefs.
- Offering equal opportunities in all aspects of school life.

Teachers and additional adults in school contribute to effective learning by:

- Providing a well-organised, purposeful working environment at all times.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.

- Being good role models – punctual, well prepared, enthusiastic and positive.
- Having a positive attitude to change and the development of their own expertise.
- Maintaining useful and informative planning, record-keeping and assessment documents, in line with the school’s record-keeping and assessment policies.
- Providing children with regular opportunities to access and develop “Learning Muscles” actively and reflect on their individual strengths and next steps.
- Regularly reviewing children’s progress and identifying ‘next learning steps’.
- Effective management of their professional time, including making the best use of all time available with children.
- Developing links with the wider community by participating in appropriate academic, sporting, arts based and other events that will enhance pupils’ understanding offered during the year.
- Providing children with meaningful, challenging tasks, related to the National and School Curricula.
- Providing lessons which are prepared, structured and paced to make effective use of time.
- Ensuring differentiation of learning intentions by outcome, task or adult support as appropriate.
- Valuing and celebrating pupils’ success and achievements.
- Ensuring that lesson objectives and success criteria are stated clearly and concisely and are understood by pupils.
- Maintaining effective communication with parents.

Pupils contribute to effective learning by:

- Attending school regularly.
- Being punctual and ready to begin lessons on time.
- Being organised e.g. taking letters home promptly, returning reading books.
- Conducting themselves in an orderly manner.
- Showing respect for themselves and for others.
- Being positive and encouraging to other pupils.
- Following the school’s Golden Rules.
- Making full use of the opportunities with which they are provided.
- Actively participating in all learning opportunities with a growth mind-set.
- Taking growing responsibility for their own learning.

Parents contribute to effective learning by:

- Ensuring that their children attend school regularly and punctually.
- Allowing and enabling children to take increasing responsibility as they progress throughout the school, e.g. for uniform, equipment and homework.
- Providing support for discipline within the school.
- Offering encouragement and praise to their children and celebrating successes.
- Giving due importance to homework including reading with their children.
- Keeping staff informed of any changes in children’s circumstances which may affect their learning.

- Bringing any concerns they may have to school at the earliest opportunity.

Governors contribute to effective learning by:

- Challenging and supporting the leadership of the school.
- Monitoring the effectiveness of school development plans at a strategic level.
- Knowing the school well and understanding its context.
- Ensuring that the school's budget is well spent and focuses on priorities identified by the school that are based on evidenced need.
- Attending School Development INSET, or make provision to have views represented.

Key drivers for the school that run through every subject taught are:

- **Communication: building on and enhancing speaking and listening skills; developing vocabulary to enable explanations and reasoning; grammatical understanding and accuracy; overcoming speech and language barriers; developing IT skills required to access knowledge and information in the wider world safely.**
- **Enquiry: developing the skills needed to be active learners, such as resilience, perseverance and other learning muscles; developing a growth mind-set approach to intelligence; understanding that failing is part of learning on occasions; developing curiosity and enquiry skills.**
- **Knowledge of the world: setting all learning in relevant contexts that utilise pupils' existing knowledge and experience; making learning relevant and applicable to the world outside the immediate school environment; broadening horizons and raising aspirations about future possibilities beyond that of families' experience; developing tolerance, understanding and respect for all people.**

The New Curriculum:

Planning:

- **Teachers plan together in age phases:** EYFS, KS1, Y3/4 and Y5/6. The aim of this is to share responsibility for and support one another with the implementation of the new National curriculum, which comes into force at that time. (Assessment for Y6 and Y2 does not change until 2016 and so elements of the existing curriculum may still be taught in these year groups as appropriate to the needs of the pupils in each of these classes.).
- There is **no longer a minimum time allocated to individual subjects** or the **necessity to teach each subject in isolation** or the requirement to teach foundation subjects weekly. However, aspects of speaking and listening,

reading, writing and maths should be taught every day, following current practice. Phonics and/or spelling and grammar should also be taught as at present. (The literacy policy for the school, updated during the summer term, will outline this in detail.)

- Coverage of subjects will be on a **yearly, two yearly or four yearly rolling programme** (see overview below).
- Content will come from **History, Geography and RE** as appropriate. Key skills and knowledge will be taught in these subjects but there will also be cross-curricular links, where appropriate. For example, the context for learning about aspects of rivers (Geography) may include being taught through a study of Ancient Egypt (History); Science and Design Technology may be linked by using choosing a specific material identified through scientific experiment as being appropriate in the design, making and evaluation of a project to create a shelter similar to those used by Anglo Saxons. **Where links are tenuous, they should not be made.**
- The main subjects that lend themselves to having skills taught explicitly through History, Geography and RE contexts are: **Art and Design and Technology**.
- Many aspects of **English, Maths, Computing and Music** will lend themselves to being taught through History, Geography and RE contexts but there are also specific elements that will need to be taught explicitly (this is very similar to the approach employed by school currently).
- **Science** will link to aspects of maths and other subjects but will often be taught explicitly. Appropriate aspects of non-fiction should be applied regularly to evidence science understanding.
- It is likely that **PE**, and **MFL** will need to be taught separately and will not usually link to other subjects (with possible exceptions, e.g. links about exercise and fitness with science/maths).
- Teachers use agreed proformas for long term, medium term, short term and weekly planning. Copies of these are made available to the Head Teacher, Senior Staff, Curriculum Leaders, the SENCO and Teaching Assistants. **All school planning is learning objective rather than activity led.**
- Planning is stored on the shared area of the school's data network. Archived planning is available to new members of staff and to staff changing year

groups. This planning as a starting point that may be adapted, amended or replaced for use with subsequent children.

### Outline of Rolling programme for each Subject

Key Stage 1	Key Stage 2
Two Yearly Cycle (KS1, Y3/4, Y5/6 – forming many of the themes or ‘topics’)	
History	History
Geography	Geography
RE	RE
English (book study)	English (book study)
Four Yearly Cycle (KS2 forming themes or ‘topics’)	
	Aspects of History
	Aspects of Geography
One off events as appropriate	One off events as appropriate (e.g. WWI centenary)
Two Yearly Cycle (linking directly to content/context of other subjects)	
Art	Art
Design and Technology	Design and Technology
Yearly Cycle (linking partially to other subjects but also requiring explicit subject teaching)	
Science	Science
Computing	Computing
English	English
Maths	Maths
Music	Music
	World History
PSHE	PSHE
Yearly Cycle (unlikely to link to other regularly subjects)	
PE	PE
	MFL

**Key Content\*:**

Many of the content guidelines of the previous curriculum have been removed and are no longer statutory. At Netherthorpe, agreed fundamentals will still be taught. These include daily or weekly teaching of:

KS1	KS2
Phonics	Phonics/Spelling/Grammar
	Reading Comprehension Stage not Age
Guided Reading	Guided Reading
Reading to children	Reading to children
Drama/Speaking and Listening	Drama/speaking and Listening
Maths	Maths Stage not Age
Writing across curriculum and 'English'	Writing across curriculum and 'English'
PSHE	PSHE
PE	PE

\* unless timetable clashes, e.g. trips for particular year groups prohibit the teaching of these very occasionally.

**Whole School Events during the year**

Event	Year Groups involved	Frequency of Event
Sports Day	Whole School	Annually
Red Nose Day	Whole School	Biennially
Sports Relief	Whole School	Biennially
Harvest Breakfast	Whole School	Annually
Winter Café	Whole School	Annually
July Jamboree	Whole School	Annually
Whirlow	Y2, Y3	Annually
Thornbridge	Y5, Y6	Annually
Pupil Voice	Y1-Y6	Twice half termly
Class Assembly	(F2) Y1-Y6	Termly
End of term production	EYFS, KS1, Y6	Annually
Theatre trip	Every Year Group/KS/Age Phase (F1?)	At least annually
Trip costing £5.00 (+)	Every Year Group/KS	At least annually
Macmillan Cancer charity (or other)	Whole School	Biannually
World book Day	Whole School	Annually
Eid Celebration	Whole School	Annually
Response to events around the world	Whole School, as appropriate	Who knows?

A detailed timetable of these events is updated each year and provided to all staff. (It is also available on the school's shared server.)

## The School Learning Environment

### Elements of an effective learning environment

#### 1. **Resources** should be:

- Appropriate
- Accessible
- Stimulating
- Of appropriate quality
- Labelled
- Representative of the cultural and linguistic diversity within society
- Used correctly
- Adequate in range to allow pupils to make choices.

Since the introduction of the new curriculum the following has come into effect:

- A **world map** and also a **map of the British Isles** will be purchased for each class and put on permanent display. As topics of History and Geography are studied, these maps should be referred to and annotated.
- **Two timelines** – one for **British history** and one for **world history** – will be created in the dining hall. Each time a different period of time is studied, references and annotations should be made, including comparisons between GB and the rest of the world at the same period of time, as appropriate.
- **Maths and science vocabulary** is explicitly displayed in each classroom and is referred to regularly during the course of lessons.

#### 2. **Classroom Organisation** should:

- Be appropriate to the teaching and learning taking place
- Facilitate group, individual and whole class teaching as required
- Use display effectively and as a teaching tool, including the development of 'working walls', and vocabulary enhancement and examples of produced, edited, high quality pieces of work
- Encourage independence
- Be sensitive to individual needs
- Be conducive to a purposeful atmosphere
- Support equality of opportunity.

#### 3. The use of **time** will contribute to effective learning when:

- Children understand the task in hand
- Appropriate time is allocated to the task
- Children are motivated and recognise the purpose of the task
- There are clear expectations of time and pace, with frequent reminders given
- Adults use appropriate intervention strategies
- Classroom routines are well established.

### Monitoring and evaluation:

- Senior Staff review standards of attainment in science, ICT and foundation subjects annually with termly reviews of literacy and maths. This involves a scrutiny of books/work/evidence and planning. Written feedback identifying issues and/or areas for future development will be shared with staff individually or as a whole staff, as appropriate.
- Curriculum Leaders assist the Head Teacher/Deputy in monitoring standards in their subject area and will lead the dissemination of feedback whenever possible.
- Head Teacher, Deputy and Senior Staff carry out lesson observations in Literacy and Numeracy during the year, to identify and monitor targets for improvement
- As Curriculum Leaders develop expertise they will be observing parts of/whole lessons, then offering feedback, team teaching, demonstration lessons as appropriate.
- Pupil Progress meetings take place half termly and include a scrutiny of books and planning as well as discussion about the progress of individual pupils.
- Learning logs are kept in some form, appropriate to the age and ability of pupils in each class. These reflect the learning process that takes place and focus on how pupils learn and what makes them successful in learning or is proving to be a barrier, rather than including facts or specific information learned.

### Record-keeping and assessment:

Regular assessments, both formative and summative, are made of pupils' work in order to establish the level of attainment, to inform future planning and to identify targets for every child. Record-keeping and assessment procedures are defined in Assessment Policy and in the Marking and Feedback Policy.

### Teaching Strategies:

No single teaching style will allow effective learning to occur in every child in every situation. Teachers need to employ a repertoire of strategies to include:

- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work, including use of visualisers
- Didactic or explicit teaching
- Interactive teaching
- Conferencing
- Listening
- Brainstorming – sharing ideas as a whole class and/or smaller groups
- Providing opportunities for reflection by pupils, including regular built in opportunities for reflection about learning.
- Using talk partners and other elements of cooperative improvement
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise

- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success i.e. to make progress
- A range of communication strategies ~ verbal and non-verbal, including use of Communicate in Print, Cued Articulation, Makaton and PECs, as required.

#### Learning Muscles:

A synthesis of Claxton, Costa, Quigley and Clarke's Learning Powers has been introduced into school. The school's Learning Muscles are:

- **Concentrate**
  - Manage distractions
  - Get lost in the task
  - Do one thing at a time
  - Break things down
  - Plan and think it through
  - Draw diagrams, jot down thoughts or things which help you think
- **Don't give up**
  - Work hard
  - Practise lots
  - Keep going
  - Try new strategies
  - Ask for help
  - Start again
  - Take a brain break
- **Be cooperative**
  - Listen to others
  - Say when you don't understand
  - Be kind when you disagree
  - Explain things to help others
  - Be tolerant
- **Be curious**
  - Ask questions
  - Notice things
  - Look for patterns and connections
  - Think of possible reasons
  - Research
  - Ask 'What if..?'
- **Have a go**
  - Have a growth mindset
  - Don't worry if it goes wrong
  - Learn from mistakes
  - Be excited to try new things

- **Use your imagination**
  - Be creative
  - Let your imagination go
  - Think up new ideas and questions
  
- **Keep improving**
  - Keep reviewing your work
  - Identify your best bits
  - Improve one thing first
  - Try to be better than last time
  - Don't compare yourself to others, only yourself!
  - Take small steps
  
- **Enjoy learning**
  - Feel proud of all your achievements
  - Feel your neurons connecting!
  - Imagine your intelligence growing by the minute!
  - Use what you have learnt in real life
  - Know you can do it if you have input and you practise

Use of these Learning Muscles is explicitly encouraged by the reward of Blue Tokens. Children are encouraged to actively use these muscles across all subjects and to try to develop those that they find most difficult to employ regularly. Shine Awards may be linked to success in using particular Learning Muscles.

In the EYFS the use of three Superheroes is in place to encourage children to become aware of the various characteristics of learning. Children are encouraged to become aware of if they are Super Active, Super Thinkers or Super Motivated in all areas of learning. These link closely to the Learning Muscles as children move through the school from EYFS to KS1.

#### Learning Processes:

Children enter school at different stages of development. They learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes which include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussing
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving

- Making choices and decision-making
- Enquiring
- Information processing
- Problem solving
- Evaluating
- Communicating
- Reasoning
- Creative thinking
- Managing feelings
- Being self-motivated
- Being empathetic

At Netherthorpe Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Children's understanding of what and how they learn is developing and is the next area of priority. Therefore, review of learning tricky bits is included in all lessons across the curriculum. Children are encouraged to identify "Tricky Bits" in learning and to think about how they can overcome these. Marking and Feedback from teaching staff support development of this understanding (see Marking and Feedback policy for further detail).

Monitoring:

Regular work scrutiny of planning and books takes place by members of the SMT and subject leaders to ensure the content and coverage of the curriculum to ensure that it is broad and balanced. Questionnaires and interviews with children by members of the SLT and subject leaders also form part of the monitoring process. Increased emphasis will now be placed on checking children's understanding of what and how they learn and the role they have in feedback and discussions about learning with adults in class.

Date policy created: September 2014

Reviewed by Elizabeth Gray: September 2015

Date for next review: September 2017.