

Calverton Primary School



Teaching and Learning Policy

Person responsible for the policy	Deputy Head Teacher for Teaching & Learning Jay Bull-Mannan
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Signed by Chair of Governor:	Signed by Head Teacher:
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CALVERTON POLICY FOR TEACHING AND LEARNING

Introduction

This policy outlines the fundamental aims, which underpins all Teaching and Learning at Calverton School. It includes expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

Aims Page 2

Expectations Page 2 to 3

Teaching Page 5

Learning Page 5 to 6

Curriculum & Planning Page 6 to 7

Homework Page 8

Teaching & Learning in the Resource Provision Page 9 to 10

Appendices

Appendix 1 - Classroom Organisation Page 11

Appendix 2- Classroom Management Page 12

Appendix 3 - Presentation Poster Page 13

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- To provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential
- We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day
- We maintain that learning should be a rewarding and an enjoyable experience for everyone

Expectations

At Calverton School we expect all pupils to adhere to the following Core Values and Learning Powers, which will:

- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society

Core Values	Learning Powers
<ul style="list-style-type: none">• Democracy and Having Your Say• Rules and Consequences• Freedom with Responsibility• Respecting Others• Fairness and Tolerance	<ul style="list-style-type: none">• Concentrate• Don't Give Up• Be Cooperative• Have A Go• Enjoy Learning• Keep Improving• Be Curious

Working in partnership

Teaching and Learning is the purpose of the whole school and is a shared commitment. At Calverton Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit, we take a holistic approach to support the process of learning.

Expectations of the Senior Leadership Team

To support the aims of the School through;

- providing an excellent role model for teaching and learning
- taking responsibility for coordinating and leading developments in the relevant phase
- guiding and supporting colleagues
- monitoring and evaluating teaching and learning and using this information to identify effective practice and areas for improvement, taking the necessary action to ensure improvement
- making links and provide relevant information for governors, staff and parents

Expectations of school staff

To support the aims of the School through;

- having high expectations of themselves and all pupils
- imparting knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- systematically checking understanding, intervening when needed
- challenging pupils and where appropriate individual needs to be met
- providing high quality marking and constructive feedback to pupils that assists in next steps (*Refer to the Marking Policy*)
- using a range of assessments and a wide range of evidence to draw upon and develop a comprehensive picture of where the child is currently working at in relation to age related expectation (*Refer to the Assessment Policy*)
- promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- providing the skills which encourage children to become confident, independent learners

Expectation of pupils

To support the aims of the School through;

- working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts
- persevering with their learning and knowing that when they find it difficult they can ask for help
- taking pride in their work, always trying their best and aiming to get better all the time

Expectations of Parents and Carers

To support the aims of the School through;

- adhering to the School's Home-School Agreement
- attending and contributing to Parents Meetings, Curriculum meetings and Parent workshops
- supporting their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables
- praising their children for the good things that they do in school
- communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding

Expectations of Governors

To support the aims of the School through;

- link governors meeting with the Head Teacher, Deputy Head Teacher or other relevant staff to keep updated about the school's systems for planning work, supporting staff and monitoring progress; the allocation, use and appropriateness of resources; how the standards of achievement are changing over time
- visiting the School and talking to children about their learning experiences
- promoting and supporting the positive involvement of parents within the school
- attending training and other related events
- reporting to the Governing Board with recommendations

Expectation of Pupil's work

Teachers to encourage pupils to take pride in the presentation of their work and to work to the best of their ability

- To enhance and encourage handwriting development and to raise the importance of presentation, a pen licence is presented to children from Year 3 onwards. The conditions for being awarded a pen licence are; children should demonstrate correct letter formation using joined up and fluent handwriting across all curriculum subjects. There should be consistency in size and proportion with the correct spacing between letters and words.
- All KS1/KS2 children should have the opportunity to use a pen in their Special Writing Books if they demonstrate good handwriting
- All maths work will be completed in pencil
- Colouring pencils only will be used in exercise books
- Teacher's handwriting should be neat and legible and written in red ink
- All worksheets need to be dated, marked and carefully trimmed before being stuck into books
- All classes will display the 'Presentation of Work' poster in their classrooms and remind children about expectations (Refer to appendix 3)

Teaching

What is 'good teaching'?

At Calverton we believe that good teaching is when teachers (and other School staff when applicable):

- form positive relationships with the children in their class and other members of the school community
- plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children
- insist on high expectations of learning and social behaviours
- ensure that effective feedback and support is given in order that the children make good progress
- demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- develop and maintain safe, secure and inspiring classroom and learning environments
- demonstrate effective lesson organisation
- effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- use resources effectively, including other adults, to support children's learning
- use technology effectively in order to support children's learning
- develop the range of reading skills required to access all the curriculum effectively
- use questioning effectively to gauge and extend children's skills, knowledge and understanding
- are reflective regarding their professional practice and the overall provision the School offers
- are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions

Learning

What is 'good learning'?

At Calverton Primary School we believe that children learn best when:

- they are encouraged to form positive relationships with their teacher, peers and other members of the school community
- they have clear direction and are praised for all the good things that they do
- they are actively involved in their learning at an appropriate level to match their learning needs so that work is sustained with a sense of commitment and enjoyment
- they are encouraged to become increasingly autonomous learners and confident and alert to raise questions and to persevere with their work when answers are not readily available
- they are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- they are provided with the skills to evaluate their own work and encouraged to do this every lesson
- they are working in an environment which is safe, caring, supportive and stimulating
- their learning is well structured and delivered so that pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress
- their learning is effectively differentiated to provide high levels of engagement, commitment and cooperation within learning time
- their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision
- their learning encompasses the values and skills of the school in aiding the development as future effective citizens
- their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision
- they develop their independent learning skills, such as referencing their Home/School diary for support

Curriculum & Planning

There are three kinds of planning detailed below: **long term planning, medium term planning and short term planning.**

1) Long term planning

The School has adopted Read Write Inc., Literacy and Language and Maths No Problem schemes of work, which provides detailed guidance on: expectations, Learning Objectives, possible teaching activities, resources, approximate time and progression for all year groups from Reception to Year 6.

Literacy and Language Programme is a complete programme rooted in the new Primary National Curriculum

The aim of the programme is to;

- develop children's comprehension, vocabulary, writing, critical thinking and discussion skills
- teach children grammar in a fun and meaningful way
- learn what it is to be a real reader and to truly engage in the world of books

Read Write Inc. is for pupils in EYFS and Key Stage 1 learning to read and write

The aim of the programme is to;

- ensure that all children participate fully in the whole lesson - there is no chance for children to lose concentration and miss key elements of the teaching
- Praise - children work together, as partners, taking turns to teach and praise one another and they are motivated by the focused praise they receive from teachers and teaching assistants
- Pace - a lively pace keeps all the children fully engaged
- Purpose - teachers know the purpose of every activity and how it leads into the next
- Passion - it is easy for teachers to be passionate about their teaching because they see their children make such rapid progress

Children are taught to;

- read and write letter-sound correspondences quickly
- decode effortlessly, spell and handwrite easily
- comprehend what they read
- read with fluency and expression
- write confidently using oral rehearsal
- work effectively with a partner to articulate their learning at every step

Maths No Problem is a consistent, whole-school school approach to teaching maths, with high expectations for all, perfectly in line with the aims of the new Primary National Curriculum

The aim of the programme is to;

- deepen children's conceptual understanding through a learning system of concrete objects, actions and vocabulary which develops fluency, reasoning and problem-solving skills
- transform children's understanding and enjoyment and encourage all children to excel to mastery level and become excited about maths

Creative Curriculum

The School has a long term curriculum map, which indicates topics to be covered each term. The topics are based on the programme of study in the new Primary National Curriculum and create the basis for our creative curriculum

2) Medium Term Planning

Within our medium-term planning there is clear guidance on teaching ideas, educational visits as well as creative cross curricular links. Teachers must use the medium term planning to support weekly and daily planning

3) Short Term Planning

This includes weekly planning.

- Teachers must use the long and medium term planning maps to complete weekly planning
- Teachers must plan using the schools set planning formats

Short term planning must include,

- clear learning objectives which emphasise what the children will have learnt by the end of the lesson
- differentiation, showing how more able pupils are stretched and challenged and how less confident pupils are being supported and developed
- consideration of how other adults in the room are being utilised effectively

Homework

At Calverton Primary School we recognise the important role that parents/carers play in their child's education. We value the impact that this support can have on a child's attainment and progress and are working to ensure that homework is both beneficial and a positive experience.

Pupils at Calverton School are given a Home/School Diary. This extensive resource will be used by both teachers and parents to support pupils learning at home and in school.

Homework to be sent home every Friday, and returned to school by Wednesday

- Differentiated homework expectation for EYFS, KS1 & KS2
- Daily Reading
- Weekly Spellings
- 1 piece of Maths
- 1 piece of English (could be linked to topic)

Homework given reinforces what the child has been learning in school. It also gives parents a chance to become involved in the learning process.

Tips for good homework habits for parents/children

- Do find a quiet place at home to use as a homework area. It needs a flat surface, a good light source and the right equipment eg pens, pencils, ruler, scissors, glue
- Do be aware of modern teaching methods, eg in long division
- Do plan a homework timetable and agree on when your child will do their homework
- Do allow your child to have something nutritional to eat before starting on homework
- Do discuss any homework tasks with your child and how it connects with what they are studying at school
- Do turn off the TV - but you could have music on if they find it helpful
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in a dictionary
- Avoid teaching your own methods for mathematic as it might contradict with the school methods and confuse your child
- Don't teach your child methods you used at school. It could confuse them
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to

Teaching & Learning in the Resource Provision

Our fundamental belief is that all children have the right to access the same opportunities as their peers and benefit from the modelling that they provide. Our aim is that all pupils spend the maximum amount of time in their mainstream class that is appropriate to their level of need.

All pupils within the provision function at very different levels and this is reflected in their Individual Education Plans. These are written in collaboration with the Resource Provision teacher, class teachers, parents, pupils and outside agencies (where appropriate). Strategies to address the unique needs of each pupil are also personalised and this policy outlines such teaching techniques. Individual pupils have daily plans which outline how their day is structured to incorporate the strategies.

Autism Spectrum Disorders affect each pupil's communication skills, social development and rigidity of thought (affecting behaviour). All the provision pupils have difficulties in all three areas of the Triad of Impairments that is associated with Autism Spectrum Disorders. This is outlined as:

Social:	Impaired social development- especially interpersonal development.
Language and Communication:	Understanding of language is impaired and many are non verbal or have unusual patterns of speech.
Rigidity of thought Behaviour:	Rigidity of thought is the ability to understand and predict others people's behaviour, make sense of abstract ideas, and to imagine (Social imagination) situations outside their immediate daily routine.

Sensory Sensitivities: The child's awareness of their sensory channels; sight, sound, taste, smell and touch.

Aims of Teaching and Learning.

We believe that effective teaching is the major factor contributing to pupils' attainment, progress and attitude to learning. Pupils in the Resource Provision are provided with a broad curriculum encompassing the National Curriculum where programmes of study are differentiated to each pupil's needs.

Treatment and Education of Autistic and related Communication handicapped Children. (TEACCH)

TEACCH is a structured way of teaching with an emphasis on "visually mediated instruction". Visual teaching is one of the most effective methods of communication with pupils with ASD. The purpose of structured teaching is to re-organise the visual information surrounding the child and to visually and sensitively present the information which the child needs in order to understand what to do, when, where, how, etc. Tasks and activities are made clear to the pupils through physically structuring the environment (i.e. work areas in the classrooms) and through the use of visual timetables.

Picture Exchange Communication System (PECS)

The majority of pupils with ASD have difficulty in understanding speech and other forms of communication. Even where children with ASD have apparently good speech, their comprehension is likely to be limited. PECS is used in the Resource Provision in order to develop the children's communication skills and their ability to make requests. The child is taught to exchange a picture for what he/she wants. The focus is on encouraging the child to initiate communication and can lead the child into using sentences to comment as well as to request. Research has shown that some children do acquire verbal skills when introduced to the pupil.

Music Intervention

Children from the Resource Provision are involved in music therapy once a week. This approach encourages communication in a social context. The aims of music interaction are:

- To increase communication, interaction and self-expression.
- To develop an awareness of self and others.
- To develop skills such as listening, sharing and turn taking.
- To develop coordination skills and motor control.
- To increase self-confidence.

Intensive Interaction

In this approach the actions of the child with ASD are imitated and incorporated into turn taking routines with the adult to develop joint attention, eye contact, communication and trust. Please see separate policy on Intensive Interaction.

Behavioural Methods

Behavioural methods are used to identify the causes or triggers of behaviour and look at ways to plan for modifying the young person's behaviour.

Physiotherapy and Occupational Therapy Advice

Other agencies will offer advice and programmes which address the pupils' sensory sensitivities. These are followed and progress is monitored by the staff as this is an important area for those with ASD.

Community Visits

Pupils have regular access to the local and wider community, accessing modes of transport and encountering libraries, leisure activities and shops. The focus here is on developing communication skills, independence skills and building confidence and reducing anxieties associated with the unpredictable environment.

Working with parents

Partnership with parents is very important at Calverton School and there is an open door policy for Resource Provision parents. There are regular IEP meetings and Annual reviews as well as regular informal parents' meetings which outside speakers sometimes facilitate. Every pupil has a home/school diary so that communication channels are kept open, especially if both carers work. Parents are able to see both the provision teachers and mainstream class teachers at the school parent evenings.

Appendix 1 – Classroom Organisation

Displays

- Displays, both in class and communal, should reflect the topics being covered, changed regularly and all children should have opportunities to have their work displayed
- Classroom displays should include a mixture of completed and on-going working walls as well as prompts for learning
- Displays, which have become tatty should be taken down or at least repaired
- Artefacts, natural objects, 3D work and fabric should be used to enhance display
- There should be borders; children's names written on work and explanatory labels linked to learning objectives and success criteria. Lettering should be of a high standard, done on computer using comic sans or written **neatly** by hand.

Conditions for Learning

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and therefore to our school.

The physical environment, in which children's learning takes place, should be one which supports and enhances their learning.

As a school we will have classroom environments and displays that support the child, Teaching Assistant and Teacher in the learning process.

We will do this by ensuring that each classroom has:

- the learning intentions and end of unit objectives which should be shared with the children at the start of the lesson, are used as a tool throughout
- Class split list and worksheets need to be kept in the class file and accessible
- clearly labelled area / resourced classroom
- a celebrating success i.e. -House Point Chart
- a Positive Behaviour ladder displayed
- a next steps board displayed
- class timetable stuck on the front of the classroom door
- children's work displayed, supported with key questions about the learning processes involved
- displays which are interactive and demonstrate the use of key vocabulary
- interactive tables / areas- displaying equipment and resources
- displays that reflect cultural diversity
- presentation rules displayed
- children's accessibility to interactive whiteboards
- Technology Code of Conduct displayed

Conditions for learning should be completed in every class by the end of the first week back. Every classroom should have all displays completed by the first half-term.

Appendix 2 – Classroom management

Children should be trained in classroom routines relating to tidiness and orderliness.

- Pupils should be trained to get and replace resources
- Take the children through the core values
 - Democracy and Having Your Say
 - Rules and Consequences
 - Freedom with Responsibility
 - Respecting Others
 - Fairness and Tolerance
- Take the children through the learning powers
 - Concentrate
 - Don't Give Up
 - Be Cooperative
 - Have A Go
 - Enjoy Learning
 - Keep Improving
 - Be Curious
- Take children through the school positive behaviour ladder (see Positive Behaviour policy)
- Explain the Star of the Week and House point system
- Set up class monitors to tidy and care for the classroom
- Practise lining up and moving around the room i.e. getting from the carpet to chairs in an orderly manner; Using the 1, 2, 3 system. (Hold one finger up to indicate you want the children to stand up. Hold two fingers up to indicate you want the children to walk to their table. Hold three fingers up to indicate you want the children to sit on their chair)
- Show children how you expect them to sit on the carpet, sit in their chairs
- Teach children how you want them to stop and listen; using the hand signal to gain attention
- We are a 'no hands up' school; use a range of strategies to collect feedback, such as targeted questions, collective response, word wave response, popcorn response or lolly-pop sticks
- Groupings of children must be varied throughout the day e.g. - ability based, mixed ability based, individual, pairs, small groups, larger groups, gender based groups, etc.

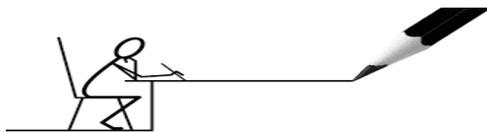
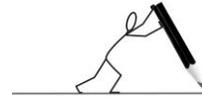
Be consistent and continually remind children of your expectations especially in the first few weeks.

Appendix 3 - Layout and Presentation Expectation Poster

All classes will display the 'Presentation of Work' poster in their classrooms and remind children about expectations.

Layout and Presentation Expectation

- Always use a sharp pencil or a blue pen.
- Write on the line.
- Always write the date.
- Write the title on the next line.
- A ruler must be used to underline and draw tables and charts.
- Only leave one line under the title before starting work.
- Always use neat legible writing.
- If you make a mistake use a ruler to put one line through it.
- Rubbers are not to be used unless directed by a teacher.
- Before starting a new piece of work underline the last piece of work.
- Do not make any marks or write on the covers of your exercise books.
- Next steps book marks should be stuck in the back of pupils books.
- Miss a line when drafting writing



Every piece of work should be your best work.