

# HOLBETON PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY



### Our Vision:

That our children develop into happy, confident and successful members of the global community and have a great understanding and respect for others and the world around them

### Aims:

This policy has been created by and agreed upon by teaching staff and the Governing Body. A hard copy is given to teachers and teaching assistants and a further hard copy is kept in the staff room.

At Holbeton Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This document summarises expectation and common working practises. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires to at all times.

### Roles and Responsibilities:

Learning is the purpose of the whole school community and it is a shared commitment. We recognise that education involves the children, parents, staff, governors, the community and the wider Trust (Westcountry School Trust) to work in partnership for optimum benefit. With that in mind we ask that:

children:

- arrive at school on time with the equipment they need for the day
- follow the agreed behaviour policy
- ask for help if they need it and support other children to ask for help too
- be responsible for their own learning, especially when demanding challenge in all they do
- do any homework set by their teachers

parents:

- support their child in arriving at school on time with the equipment they need for the day
- support their child with homework
- ensure they are 'ready to learn' by ensuring they have enough sleep, food and exercise through the week
- fill out any forms or permissions slips that the children bring home
- ensure all contact details are kept relevant and up to date
- give school timely warning of events that happen at home which may affect the child's happiness, progress and behaviour
- meet with the school regularly to discuss their child's progress at school

teachers and teaching assistants:

- provide a challenging and stimulating curriculum, one that embraces the use of the outdoors
- ensure that the environment is safe and stimulating too
- ensure that all children are challenged, including those that are working at greater depth.
- be good role models for the children
- communicate with all staff with relevant information concerning the wellbeing of each child
- communicate with parents regularly about the child's wellbeing and progress at school
- ensure that assessment procedures are used to ensure that learning is progressive and continuous
- liaise with the community over events and issues that will be of interest to them and enhance the school curriculum in a meaningful way.

governors

- monitor the standards of teaching and learning
- monitor children's progress and attainment and challenge the data

and the Trust will

- support with professional development of staff
- provide shared opportunities for children across the trust
- ensure high standards by monitoring and sharing practise across the Trust

## Planning

Teachers plan from a 2 year rolling programme. Although objectives are set out, teachers discuss these with the children and respond to children's interest as to what the chosen topic for the half term will be. Children ask questions at the planning stage of the topic and teachers use these question to inform the planning. A medium term plan is produced with as many links made across subjects as possible to ensure that learning is more cohesive. Teachers ensure that:

- the outside enjoyment is used to promote learning
- the inside environment is useful and inspirational for the children
- meaningful links with the community are made as much as possible
- personal, social, health and economic teaching opportunities are planned although this does not preclude teachers taking opportunities to teach these if the opportunity arises
- Spiritual, moral, social and cultural links are planned although this does not preclude teachers taking opportunities to teach these if the opportunity arises
- From the medium term plans weekly plans are written by teachers in a way that they find most useful. Schemes, such as LCP Phonics, Maths No Problem

and White Rose Maths, are used as living documents: providing teachers with guidance on pedagogical approaches and resources that help nurture pupils' understanding.

### Bringing the planning to life:

Each half term begins with an immersion week where children take part in reading, drama, visual literacy, art, trips out etc. to get children fully engaged in the upcoming topic. They help create the new learning environment and help build working walls. Following that, cross curricular links are used whenever possible in all subjects. Teachers may choose their own learning styles and adapt each lesson's format. However, what is common in each lesson will be:

- a positive ethos where making mistakes is encouraged as a way of learning
- opportunities for children to demand challenge at every step of the way
- opportunities for paired and group work
- a high level of oracy demanded from the children
- adults setting a good example
- a high expectation for good learning behaviours
- where poor presentation, grammar, key word spelling and punctuation are immediately corrected
- a high expectation for all children to succeed with support given to those that need it.

Using Rosenshine's 10 Principles of Instruction, teachers will also ensure that through the day the following elements are incorporated into the teaching the learning:

1. A daily review of previous learning.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practise.
6. Teachers also carefully check all children's understanding in a variety of ways
7. Children have a high rate of success, with enough mistakes to show that they are being challenged
8. Scaffolds are provided for more difficult tasks
9. Children are given opportunities to also practise independently
10. There are weekly and/or monthly reviews of learning

## Assessment, Recording and Reporting

There are 3 main assessment points throughout the year. These happen in October, February and July. Data is collected and analysed to ensure that all children and specific groups of children are making good or better than good progress. From this analysis, decisions are made about any extra provisions required for any child/ren. Of course if teachers identify a specific need at any point through the academic year, they will naturally respond to it immediately. Parents are informed formally of their child's progress through Parents Evenings and a short progress report, verbally in October, via a short report in February and a much fuller report in July. Data is also collected and analysed by the Trust at these 3 assessment points too.

### Foundation

Using transition documents and observations, teachers also perform a baseline assessment, completed by the end of October, for Foundation children. Ongoing assessment through observations and Teacher Assessment (TA) inform the assessment points

### Phonics

Year 1 children do a phonics test based on the official end of year phonics screening test just before each assessment point to help inform teachers on progress.

### Reading

Ongoing TA assessments are made against year group standards, collected on guided reading sheets, individual reading sheets and Accelerated Reader ongoing assessments. Reading tests are given to children from Year 2 upwards just before the assessment points. Teachers ensure that all this information is collated before each assessment point and passed onto the Head Teacher.

### Writing

From Year 1 to Year 6 children work on sequences with clear success criteria and personalised targets. They produce a piece of unaided writing (presented in books with a blue background) following the teaching, at least every 2 weeks (although long writing tasks are expected every week). This piece of work is assessed against each year group standard to a) check the child's attainment and progress and b) to help identify what they child needs to work on next to make more progress. The information on these evidence gathering grids are then used to inform achievement at assessment points.

### Maths

Ongoing assessments are made by teachers against evidence gathering grids. Like reading, tests are given to children from Year 2 to year 6 just before each assessment point to help inform teachers about the child's attainment and progress.

## Science

This is done by teachers' assessment and collated on year group sheets.

## Foundation Subjects

These are collated on Corner Stones Education Year Group expectations, with teacher's reporting on those either not achieving or exceeding at these levels

## Monitoring and Evaluation

Subject leads and Head Teachers monitor books and lessons through the term. Feedback is shared with teachers and Teaching Assistants. Monitoring of work and book scrutinies are also performed across the Trust to ensure continuing high standards and the sharing of best practise.