



Essendon C of E (VC) Primary School

Encouraging Everyone's Light to Shine

Teaching and Learning Policy

Date Ratified: January 2019
Review Date: September 2021

Part A: All Pupils

Background and Purpose

In keeping with our Christian vision to stir one another up to love and good works, our Teaching and Learning Policy is written with the dual aim of helping new staff to feel supported; and to ensure consistency of high quality teaching and learning throughout the school for our pupils, whatever their background or starting point.

Intent of our curriculum

Following consultation with our pupils themselves, staff members, parents and governors as well as external advisers, we have agreed that our curriculum will be planned to develop in our pupils the following four key areas:

- Curiosity
- Resilience
- Tolerance
- Well-being

In planning for teaching and learning, staff look for any opportunity to build in opportunities for our key areas. As a school which aims to be therapeutic and inclusive, we aim to make our curriculum engaging for all pupils. We know that pupils learn best and that behaviour is positive when pupils are engaged in positive experiences.

Children as Learners

We aim to see the children developing as learners in all classes according to the following criteria:

- Children build on previous learning in their current work.
- Children understand the context for their work.
- Children see where their work is leading them.
- Children respond readily to the challenges set.
- Children are able to choose a task at the appropriate level of challenge.
- Children transfer skills between curriculum areas.
- Children learn with enjoyment.
- Children work on their own with perseverance.
- Children use the right resources for the learning they are doing.
- Children remain on-task in lessons.
- Children contribute to the learning of the group.
- Children learn from other members of the group.
- Children self-assess how well they have done their work.
- Children raise questions related to the work.
- Children understand what they need to do to improve.
- Children make consistent progress.
- Children achieve at least to their level of ability.

Teaching for Learning

In order to achieve the above, staff who are delivering lessons to pupils, whether a whole class or a group, have agreed the following principles:

- Staff make clear the learning intention for each lesson so that pupils understand what they have to do **and why** (i.e. the **purpose** for the task).
- Staff make connections with previous learning and with the 'big picture' of what is being taught.
- Staff make clear the standards expected for all work.
- Staff pace lessons well, with a balanced range of activities.

- Staff provide interesting learning activities and use a variety of methods to promote learning including as much hands-on investigation and problem solving work which stimulates pupils' curiosity in the world around them as well as opportunities to learn from mistakes, work together with classmates and thus develop resilience and tolerance. The balance of activities over the course of a term will include:
 - reflection;
 - problem solving;
 - research and investigation;
 - learning partner and/or group work;
 - independent work;
 - whole-class work;
 - questioning - asking and answering;
 - debating, reasoning and justifying a position
 - opportunities to perform (reciting, acting, role-playing, singing);
 - appropriate use of technology;
 - off-site visits;
 - use of the outdoor classroom
 - creative work, including designing and making products; and
 - participation in physical activity (daily mile, weekly PE, intra-school and inter-school physical activity).
- Staff plan learning experiences to accommodate the learning styles and needs of individual children and set well-differentiated tasks.
- Staff operate flexible grouping arrangements in the class to avoid children being 'stuck' in ability groups which could create barriers to learning.
- Staff review learning at the end of lessons.
- Staff give regular feedback (whenever possible this is "on the spot") in line with the school's Feedback Policy.
- Staff provide regular opportunities for children to take responsibility for their own learning, reflect on their work and to work collaboratively or independently to improve and edit their work.
- Staff set clear targets for individuals or groups of pupils to enable progress to take place.
- Staff avoid using "ability" based labels which could limit the potential of or impact negatively on the self-esteem of individual children.
- Staff routinely ask open-ended questions and encourage children to ask questions.
- Staff ensure the active participation of all pupils in every lesson: boys and girls; those with and without Special Educational Needs; and whether confident or less confident (where pupils are less confident, this may be by private conversation, by symbols, hand gestures or in writing).
- Staff ensure that their time and teaching input is divided evenly between all groups of children within the class.

Enabling Environments

At Essendon, we recognise that our learning environments play a key role in supporting and extending our pupils' learning and personal development. Our classrooms should be attractive learning environments. Our classrooms are safe and enable our pupils to explore and learn in an age-appropriate way. Working walls will be used for pupils to refer to recently taught skills in English and maths. Topic-based displays will be changed at least once a term to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year.

All classrooms have a range of topic-related resources aimed at stimulating pupils' curiosity.

All classrooms have a range resources including dictionaries, fiction and non-fiction books aimed at promoting a love of reading.

All classrooms have a range of maths resources aimed at making maths visual and enabling pupils to see and manipulate the concepts that they are learning.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

- All resources and curriculum areas should be clearly labelled and organised so that pupils have easy access to them. Layout needs to ensure that there are no bottleneck areas or congestion.
- Pupils are encouraged to take pride in their classrooms and have responsibility for keeping it tidy and well-organised.

Outdoor learning

At Essendon, we recognise that children learn in different ways inside and outside. The EYFS class has its own enclosed outdoor area. We also have an outdoor classroom available for any class to use. Being outdoors offers opportunities for learning in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. We also make full use of our physical environment to support the teaching and learning.

Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Essendon, we understand that we are legally required to comply with certain welfare requirements. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Whole class teaching

Whole class teaching at Essendon School:

- Is inclusive (including differentiating the curriculum as appropriate to make it accessible to all pupils).
- Makes learning intentions and the context for learning clear.
- Has high expectations for all pupils.
- Is used as a forum for questioning and developing thinking.
- Makes standards and expectations clear to pupils.
- Is interactive.
- Ensures that every individual participates.
- Ensures all children are included in the lesson.
- Enables a strong sense of collective identity, stimulating collective motivation and a sense of class values.
- Facilitates core skills of reading, writing, communication and maths across the curriculum.
- Includes regular use of the interactive whiteboard.

The role of Teaching Assistants

Our Teaching Assistants are key in supporting the teaching and learning of our pupils by:

- Referring to teacher's plans so they understand their role in each lesson (who they are supporting and how – individual or group teaching or supporting during teacher-led teaching).
- Supporting a child/group using practical resources, visuals, noting key words, making lists, highlighting texts, using mind maps or other devices during teacher led input time, being a 'bridge' between the teacher and the child/children.
- Encouraging children to be independent so they do not depend on adults (including using individual timetables, lists, now and next boards, mind maps or other visual prompts to encourage this).
- Providing effective feedback to pupils in line with our Feedback Policy.
- Communicating effectively teachers in the best interests of pupils and to ensure the most effective progress for pupils.
- Communicating effectively with families where appropriate (for example, as part of a team around the family meeting; where a teaching assistant works as a named 1-1 for a particular child; where there has been an incident or something to celebrate that a teaching assistant has been directly involved with; where there is a message to relay and the class teacher is not available).

The role of the school leadership team

The school leadership team will ensure that:

- Teaching and learning is monitored regularly to ensure high standards are maintained
- All staff have access to continuing professional development to develop classroom practice.
- In-school CPD (staff meetings and Inset days) is organised to improve and develop classroom practice
- Teachers are given opportunities to share good practice with one another
- Inset sessions are organised with network schools to enable teachers to share ideas and develop good practice together.
- Support staff are deployed to provide the best possible support for pupils with additional needs in the school.
- Support staff are trained and deployed to run national intervention programmes to support pupils who need a programme of teaching to boost achievement.
- Financial resources are best used to support teaching and learning i.e. teaching resources/deployment of support staff/ICT

The role of governors

The governors monitor and review teaching and learning by:

- Monitoring the delivery of the curriculum and the effectiveness of the school's curriculum policies and schemes of work.
- Monitoring processes include liaising with subject leaders, regular meetings of the Curriculum and Standards committee, and the Headteacher's termly report to the Governing Body.
- Ensuring that continuing professional development and performance management of all staff takes place regularly in order to promote good quality teaching.
- Ensuring that the school buildings, premises and equipment (including opportunities for ICT) are best used to support successful teaching and learning.

The role of families

At Essendon, we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We believe that families play an important role in helping children to learn. We aim to keep families well informed about their children's learning and progress in the following ways:

- Ensuring that our curriculum for each term is clearly set out on our website to enable families to understand what their children are learning at school and to facilitate support at home.
- Setting out in our Home-School agreement and in learning logs expectations for home learning - we recommend regular shared reading with children, regular use of TT rockstar for times tables and number bond practice and attempting Big Questions which relate to either the current school value or learning which has taken place in class.
- Holding consultation sessions twice a year to discuss children's learning and progress.
- Sharing concerns about the progress of individual children with parents.
- Reporting annually to parents on their child's progress and attainment, including indicating how the child can improve further.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure their child arrives in school punctually at the start of the day.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

Assessment

Assessment at Essendon is an ongoing cycle of feedback between adults and pupils. The following summarises the minimum expectation for staff throughout the academic year.

Ongoing:

- At the start of each term, pupils should complete their termly art assessment (sketching term 1; painting term 2; and sculpture term 3) so that they and staff can reflect on the progress they are making in art.
- Regular quality feedback (**in accordance with the Feedback Policy**) to be given to pupils.
- Pupils to be given opportunity to reflect on, edit and improve their work.

Early Years:

- staff to update Development Matters statements to reflect day-to-day observations of learning.

Key Stages 1 & 2:

- Staff should always annotate maths PA+ plans (if not using alternative maths planning) to show what pupils have achieved, work covered and any misconceptions (this is particularly important for job shares but also in case of absence or where a staff member has been working with a small group). For other subjects, please ensure that you keep your job share partner and teaching assistants informed of progress against medium term plans.
- teachers to update Target Tracker statements for English and Maths to reflect day-to-day teaching and learning.
- Staff to annotate PA+ statements after each guided reading session.
- Discovery RE assessment grids should be used at the end of each RE unit and saved in teachers shared/assessment.
- Charanga assessment grids should be used at the end of each music unit and saved in teachers shared/assessment.
- Pupils should complete a computing project at the end of each topic and used for assessment and saved these into teachers shared/assessment.
- For all other subjects, target tracker statements should be highlighted at the end of each unit objectives have been achieved.

September:

- EY staff complete Baseline Assessment and entry data on Target Tracker.
- Class teacher and Inclusion Team agree which pupils are on SEN register and provision map.
- Individual plans are drafted or updated for pupils with special or additional needs.
- Within the first three weeks of term, pupils should be asked to complete the diagnostic maths tests from HfL.

December and March:

- Staff INSET to moderate teacher assessments.
- Class teachers to use Target Tracker statements and other evidence to input their Steps end of term assessment in Target Tracker.
- Class teachers meet with a Senior Leader to review the progress of all pupils (pupil progress meeting).
- New SMART targets are set and the provision map is updated.

Summer Term:

Early Years:

- Pupils' achievements against the Early Learning Goals are recorded and discussed with the EY Leader and Headteacher.
- Pupils' achievements are submitted to the local authority.
- These achievements are notified to parents on the end of year report.

Year 1:

- Pupils sit the phonics screening test. The results of the phonics screening test are submitted to the local authority by the Assessment Manager and recorded on Target Tracker.
- Pupils' results are reported to parents via their end of year report.
- Teachers update their Steps on Target Tracker at the time of writing pupils' reports. The recorded summer assessment level and the report should therefore coincide.

Year 2:

- Any pupils who did not achieve the expected level in Year 1 re-sit the phonics screening check. The results of the phonics screening test are submitted to the local authority by the Assessment Manager.
- Pupils sit end of Key Stage Assessment tests. The results are internally moderated as well as via local moderation meetings and discussed with the Assessment Manager and Headteacher prior to submission to the local authority. **At the same time as these results are submitted, teachers should update their Steps on Target Tracker and the results of the tests and teacher assessment levels on the date of submission to the local authority should be recorded on the pupils' end of year reports.**

Years 3-5:

- Teachers to consider whether internal test papers would aid their teacher assessment in English and maths.
- Pupils should sit Rising Stars (or equivalent) test papers to aid teachers in making judgements in Science.
- Teachers update their Steps on Target Tracker.
- End of year report written and shared with parents.

Year 6:

- Pupils sit end of Key Stage Assessment test. The results are internally moderated as well as via local moderation meetings and discussed with the Assessment Manager and Headteacher prior to submission to the local authority. **At the same time as these results are submitted, teachers should update their Steps on Target Tracker and the results of the tests and teacher assessment levels on the date of submission to the local authority should be recorded on the pupils' end of year reports.**

July:

- Class teachers meet with a Senior Leader to review the progress of all pupils (pupil progress meeting).
- The provision map is updated.
- Class teachers arrange a transition meeting with prospective teachers to discuss the children in their class. If required, a member of the Inclusion Team or parents may be invited to attend these transition meetings.

Part B: Early Years

Every child deserves the best possible start in life and the support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school all children join us on a staggered introduction at the beginning of the school year to ease transition.

At Essendon, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. We value the diversity of individuals within the school and celebrate 'differences'.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their phase.
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist before they leave our Early Years unit. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Positive Relationships

Families as Partners

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them to make transition into Essendon as easy as possible for our pupils.

The EYFS staff use the following strategies:

- Conducting home visits, whenever possible.
- Talking to families about their child before their child starts in our school.
- Providing detailed welcome pack to new parents/carers.
- Asking families for detailed information on their child before school begins.
- Inviting children to spend time with their teacher, in the classroom, before starting school, including sharing a school lunch at school.
- Inviting families to an information meeting before their child starts school.
- Offering families regular opportunities to talk about their child's progress and allowing free access to their child's learning journal via Tapestry (online learning journal).
- Encouraging families to contribute to their child's learning journal.

Play

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Learning and Development

We value all areas of learning and development equally and understand that they are interconnected.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime Areas (life-long learning):

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas (areas which need to be specifically taught):

- Literacy
- Mathematics
- Understanding The World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the National expectations for children to reach by the end of the EYFS.

Transition into Year 1

Reception and Year 1 teachers work together to make the transition from Foundation Stage to Key Stage 1 as smooth as possible. The EYFS Profile results and a copy of the report are discussed and passed on to the Year 1 teacher. Reception and Year 1 teachers meet to discuss individual needs of children and their next targets in July.

In the summer term of Reception the teacher, with the Year 1 teacher moderate the children's scores and in the following summer term again work together to set challenging targets for the end of Year 1.

The same levels of independence that have been developed throughout the Reception year are expected to continue as children move up into Year 1. Reception practitioners plan for slightly more structured activities to be undertaken during the summer term to encourage less dependence on adult support. In the first term in Year 1 the teachers plan with the Development Matters statements in mind, working towards Year 1 National Curriculum expectations toward the end of the first term.

Part C: Teaching of Religious Education (RE)

As a Voluntary Controlled school, at Essendon, we follow the Hertfordshire Agreed Syllabus for Religious Education 2017-2022. In keeping with both the aims of that syllabus and our school's ethos and vision, we believe that the teaching of RE should provoke curiosity and stimulate reflection and respectful questioning about similarities, differences, views, beliefs and our own role in the world.

We follow the Church of England's Understanding Christianity programme and use a scheme of work called Discovery RE in all year groups. We allow 10 hours per term for the teaching of RE in Key Stage 1 and 13 hours per term for the teaching of RE in Key Stage 2.

In keeping with our desire to promote curiosity and resilience, we use an inquiry based approach to the teaching of RE as set out below.

The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience). The BRIDGE concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

Step 2 (usually the equivalent of 3 lessons)

Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task in which the teacher can assess children's understanding against age-related expectation descriptors. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

Part D: Monitoring and Review

It is the responsibility of all teachers and non-teaching staff (who are responsible for delivering teaching and learning) to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

There is a sub-committee of Governors who are responsible for outcomes who discuss teaching practice with the Headteacher regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject leaders will carry out monitoring as part of the whole school monitoring schedule.