

## Teaching and Learning Policy

This policy is designed to:

- Develop and promote a shared understanding throughout the school of what makes effective learning and teaching
- Promote the progress of all pupils
- Provide consistency of learning for pupils moving from teacher to teacher
- Support teachers, support staff and children in their planning, teaching and learning
- Provide an agreed basis on which to evaluate effectiveness in learning and teaching and to inform the school's self evaluation process
- Provide a focus for professional development, support and training
- Establish clear roles and responsibilities in the management of teaching and learning
- Describe the school's approach to the curriculum

### Statement of Principles

At Brookwood Primary School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' standards, their attitudes and behaviour and their attendance to enable all our pupils to achieve their full potential. Our curriculum is designed to provide children with the knowledge, skills and attitudes they need to take their place as local, national and global citizens.

We expect that teaching and learning is of a consistently high standard aiming for the overall judgement of lessons to be good or better than good in 100% of lessons with "Progress During the Lesson and Teaching and Support for Learners" good or better than good in 100% of lessons.

### How

#### Staff:

- Ensure every child succeeds by providing an inclusive education within a culture of high expectations, giving every learner confidence that they can succeed
- Establish what learners already know and build on it, structuring and pacing teaching so that pupils know what is to be learned, how and why
- Make learning vivid and real, making the learning experience challenging and enjoyable and building learning skills across the curriculum
- Inspire learning through a passion for the subject
- Make individuals active partners in their learning
- Develop learning skills and personal qualities

#### Pupils:

- Know what is expected of them and can explain what they are doing
- Make a brisk start and work at a good pace, remaining on task
- Are suitably stretched
- Are well motivated to learn, behaving well and relating to others
- Arrive with expectations that lessons will engage them
- Demonstrate independence and apply their skills appropriately
- Ask perceptive questions
- Co-operate and communicate well, working well in different groupings

- Take a pride in their work
- Complete homework
- Make demonstrable progress in the lesson, in skills, knowledge and understanding

#### **Leadership and Management Team:**

- Evaluate learning and teaching by reviewing planning, assessment records, classroom observations and Governor monitoring visits, data analysis, work scrutiny, pupil interviews, Personalised Learning Reviews and parent consultation
- Evaluate learning and teaching in terms of its impact on pupils' learning and what makes it successful
- Recognise that learning is only effective when it secures good progress for all pupils
- Check the accuracy of its own judgements by monitoring by the Leadership Partner, LEA Advisors, an accredited performance review consultant or assessor or an accredited OFSTED Inspector
- Provide feedback to staff on their performance
- Reflect necessary developments in learning and teaching in the School Development Plan
- Secure appropriate professional development opportunities in line with the teachers' and school's needs

#### **Curriculum Organisation**

**The Early Years Curriculum** is planned around a free-flow day within a wrap-around week of activities. Phonics are taught daily using the Letters and Sounds programme and the Bug Club. Each day individual, small group and whole class sessions are used to introduce differentiated new learning to pupils – the organisation of which depends on the learning objective and the learning needs of the pupils. Through this every child receives direct teaching each day. The remainder of the day is organised so that, for the majority of the time, pupils are guided to participate in activities set up by the teacher which reinforce the current learning objectives. Some activities are very open-ended, whilst others are more targeted. There is also scope for pupils entirely to direct their own learning through self-selection from a wide range of educational and play resources. Two one-hour sessions a week are dedicated to whole-class indoors and outdoors PE and Games, focusing on Physical Development but including Expressive Arts and Design, Communication and Language and Personal Social and Emotional objectives.

**Transition from Early Years Foundation Stage to Key Stage 1** takes place as the children near the end of the summer term in Reception and until the end of the autumn term in Year 1. Throughout this time, learning objectives either continue to support the areas of learning and development from the Early Years Foundation Stage or are drawn from the National Curriculum – differentiated according to the learning needs of the pupils. Throughout the transition stage, an increasing amount of time is spent in teacher-directed, whole class activities.

**Phonics and Spelling in Key Stages 1 & 2** takes place for 20 minutes every day. Some streaming is used for a small number of pupils who are either well ahead of their peers, or in need of additional support at a level which is difficult to achieve through in-class differentiation. Otherwise, class teachers teach their own classes during this time. Letters and Sounds and Support for Spelling are used throughout. Pupils are assessed half-termly and groups are broken up and reformed to meet the developing needs of the pupils. Groups are taught by teachers and trained teaching assistants and vary in size depending on need and the rate of progress.

In addition to phonics teaching, **reading** is taught systematically throughout school. Every child is encouraged to read daily at home – either from a levelled book or from a free choice of literature from the school library. Every child takes part in a small-group guided reading session taught by their class teacher each week. Some groups have a second or third session taught by a teaching assistant. These sessions take place during a timetabled 20 minute session outside the English lesson. These guided reading sessions are followed by a written comprehension activity on a subsequent day. Reading is assessed as a combination of the oral guided reading sessions and the written comprehension activities. Reading age is assessed through a formal test annually for those children reading below a reading age of 10.0 years. Reading ages and assessments are used to provide appropriate levelled texts for daily reading for children reading below around 10.0 years and for guided reading texts for all pupils. Intervention is provided for pupils who are reading below their chronological age. A charity 'Let's Read' spend an hour a week supporting a group of pupils from Year 2 and Year 1 who are

reading below chronological age. The tutors are trained Read Write Inc. teachers and use this programme with the pupils.

**Mathematics in Key Stage 2** is taught for an hour a day. All children are taught in class groups. All groups are supported by teaching assistants. **Mathematics in Key Stage 1** is taught in whole-class groups supported by teaching assistants for the equivalent of up to an hour a day. Sometimes, KS1 classes have a maths focus for a whole day, during which time the teacher will work with every child during the day, extending and reinforcing their learning. Where this happens, there may be no formal maths input the next day, but the pupils use and apply maths throughout the day as appropriate. The First Class @Number programme is used to provide targeted intervention to small groups in both KS1 and KS2. A variety of maths resources are used throughout the school, based around Maths no Problem materials.

The curriculum and timetable is organised in a similar way for all other subjects in both **Key Stages 1 and 2**. A **daily, hour-long English session** is timetabled in Key Stage 2. In Key Stage 1, where full maths days are taught, often the next day has an English focus where the teacher works with each child throughout the day, extending and reinforcing learning. One session per week is set aside for an extended writing session, the outcome of which is assessed and used to inform targets.

Every class has two hours of timetabled quality **PE and Games**. **ICT skills** are taught as required and applied to support learning across the curriculum. **French** is taught in timetabled sessions in Key Stage 2 and pupils use the Rigolo scheme. **Personal, Social, Health and Citizenship Education (PSHCE)** is theme based and is supplemented by Sex and Relationship Education and Circle Time discussions.

All other National Curriculum subjects (**history, geography, music, science, art, design and technology**) are taught through the International Primary Curriculum (IPC). IPC is a 21st century curriculum which extends knowledge, skills and understanding, develops personal attributes and supports the development of an international perspective in a way that responds to the latest ideas about how children learn. It is a curriculum used in over 500 schools throughout the world and it is thematically based. It is an exceptionally well-organised and rigorous framework for helping children to learn in all subjects across the curriculum. Alongside subject knowledge and skills, IPC is designed to develop eight personal goals in pupils: enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

**Religious Education** is incorporated within our IPC units where appropriate, or taught as separate timetabled sessions as appropriate. We ensure that we cover the Surrey SACRE Agreed Syllabus 2017 - 22.

Pupils are assessed to judge their attainment in maths, English and science termly. The assessment is against the knowledge and skills expected by pupils in age bands in the school. The aim is that all pupils will achieve the expected knowledge and skills appropriate to their age. Some pupils are working at a deeper level within their year groups' objectives – however, some are still accessing learning from prior year groups. Each pupil is assessed as working well-below, below, at or above the expected level in all other curriculum subjects annually. As IPC develops further, assessment outside maths, English and science will change.

Approved at CPW Committee November 2017

Date of next review: November 2018