



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

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 through regular classroom visits, data analysis, work scrutiny, pupil interviews 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 through 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 targetted. 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-terminally 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 1 & 2 is taught for an hour a day. All children are taught in class groups. All groups are supported by teaching assistants. A variety of maths resources are used throughout the school, based around Maths no Problem materials and planning is adapted using The White Rose model.

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 also timetabled in Key Stage 1 & 2. One session per week is set aside for an extended writing session, the outcome of which is assessed and used to inform targets.

Our new broad and balanced curriculum has been designed to inspire and excite our children and has been designed to meet the needs of the 21st century. Our aim is for our curriculum to extend the children's knowledge, skills and understanding and develop personal attributes. We believe it is an exceptionally well-organised and rigorous framework for helping children to learn in all subjects across the curriculum.

Parents receive a curriculum overview and timetable from their child's teacher each half term. This is because we know that children whose parents show interest, support and encouragement in their child's work, help them do better at school.

The new curriculum timetable has ensured coverage of all foundation subjects* and the quality has improved through improved pace of teaching and a more progressive approach which is helping children to build their knowledge, skills and understanding of specific subjects. There is less low level disruption and feedback from children has been overwhelmingly positive. Furthermore, during the recent teaching and learning review, the visiting team were incredibly impressed. Parents, who all receive a copy of their child's timetable, have fed back that they are now able to discuss learning more easily at home.

*Religious Education is taught through a half-termly day of learning six times per year. 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.

Approved at CPW Committee January 2020

Date of next review: January 2021