

Plaxtol Primary School



Teaching and Learning Policy

This policy has been impact assessed by Mrs Claire Rowley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Date of Policy: Nov 25

Next review: Nov 26

Signed – Chair of Governors – *Mrs Sally Shewell*

Signed – Headteacher – *Ms C Rowley*

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our vision

<u>Our School Motto:</u>	<u>Our Vision:</u>
• Learning together – school, family, community	M – we use a Growth Mindset attitude to learning, where resilience is key. I – we promote independence in both the children's learning and their approach to later life. N – we pride ourselves on how we nurture the potential of every child. E – we recognise the importance of the environment both on a local, national and global level. R – we will respect all pupils and adults in our school and the wider community. V – our village is fundamental in developing a sense of community. A – all children, parents and staff are aspirational in their outlook.

At Plaxtol Primary School we feel that this vision, linked to Minerva the goddess of Wisdom who is represented on our school emblem, best represents the life -long learning that we want our children to embrace in all aspects of their lives.

2. Curriculum Intent

At Plaxtol Primary School, our broad and balanced curriculum strives to enable all of our pupils to develop the vital life skills necessary to become resilient, problem-solving learners, who have respect for themselves, others and the diverse world in which we live.

Our school's 'Minerva' vision is engrained within our curriculum; children are encouraged to respect and celebrate differences, to recognise that their experiences of being part of a cohesive, local community, can also be applied on a national and global level. This all enables them to understand the impact that they can have on each other and the wider world.

Our curriculum teaches our pupils to become independent learners, who have a growth mindset in all aspects of their learning, preparing them to relish the challenges faced at each level of their education and lives.

The National Curriculum requirements are met and enhanced by challenging, purposeful learning with real-life links. Our curriculum provides opportunities for children to make links

across subjects and for frequent revisiting of prior learning. Subjects are taught in-depth to ensure that the knowledge and skills taught become embedded into their long-term memory, so that they can apply them in the future.

Implementation

Our curriculum is coherently planned to ensure coverage and progression of both knowledge and skills. Long-term and medium-term plans have our school vision and curriculum intent at their core. Knowledge and skills progression documents ensure a broad and balanced curriculum. Knowledge organisers are used as reference documents to support learning within each subject. There are also regular opportunities to revisit learning, which aims to embed the learning in the children's long-term memory. Foundation subjects are sequenced on a 2-year cycle to consider the needs of mixed age classes and most are recorded in books over the two-year period to show progression.

We ensure that our curriculum is accessible for all of our children, including those with special educational needs and disabilities. Teachers have frequent meetings with the school's Senco, to ensure high quality provision. This is further enabled due to each class having a teaching assistant, supporting the teacher, to provide equal opportunities for all learners.

Subject leaders ensure progression and coverage of their subject from EYFS through to year 6. Feedback from courses is disseminated at staff meetings to ensure all teachers have current in-depth subject and pedagogical knowledge. Our curriculum is regularly reviewed through curriculum conversations, which take place during staff meetings where we consider local, national and wider world events, the inclusion of diverse role-models and pupil voice.

Children are encouraged to make links within their learning, both between new and prior learning as well as across subjects. Our curriculum strives to give real-life purpose to the children's learning. This is achieved through enrichment activities such as visitors, the use of our wildlife area, school trips, extra-curricular activities and clubs, which are offered to all children.

In lessons, children are encouraged to have a growth mindset and to apply the metacognitive strategies that help them to access their learning. This could be implemented through collaborative learning, classroom resources, referring back to prior learning and/or knowledge organisers.

Collaborative learning provides the opportunity for pupils to develop skills such as respecting others' thoughts and ideas, and accepting differences of opinion. Pupils are provided with opportunities to draft, re-draft, edit and improve their work. This, along with problem-solving opportunities, fosters resilience. Adults model how to approach tasks, highlighting how we learn from mistakes and also provide exemplars of what can be achieved, encouraging children to aspire to produce high quality learning. Plaxtol Primary School is also part of the SPPS (Sevenoaks Partnership of Primary Schools) which ensures external moderation and access to staff training.

PSHE lessons, circle time and assemblies teach our children how to have respect for themselves, others and the environment. Our Minerva cup is awarded weekly to celebrate those times when children have demonstrated courtesy and respect. Pupils are taught to respect and celebrate diversity and this is engrained throughout the curriculum.

Feedback and assessment are vital in ensuring that both pupils and teachers know the next steps in each child's learning. We track children's progress combination of formative and summative assessment. The skills progression documents form the basis of frequent assessment opportunities and promote learning which is embedded into the long-term memory.

We use an online assessment tracking tool to make sure that any gaps in learning are addressed. End points are defined at the end of EYFS, key stage 1, lower key stage 2 and upper key stage 2, to ensure that children are on track to meet the National Curriculum end of key stage expectations.

Impact

Children leaving Plaxtol Primary School will be respectful, motivated and resilient, with the knowledge and skills required to become successful life-long learners. They will be spiritually, morally, socially and culturally responsible citizens, who make a positive contribution to their community and the wider world. We are all aspirational in preparing the children to be ambassadors of our Minerva vision both at school and throughout their lives.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. All parents sign a home school agreement when their child starts at the school.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via curriculum information talks, termly curriculum overviews, the website the online portal Tapestry used for both homework and remote learning.
- Update parents/carers on pupils' progress 3 times a year and produce an annual written report on their child's progress
- Meet the expectations set out in the staff code of conduct and the marking and feedback policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
 - Support teaching and learning with flexibility and resourcefulness
 - Use effective marking and feedback as required
 - Engage in providing inspiring lessons and learning opportunities
 - Feedback observations of pupils to teachers
 - Ask questions to make sure they've understood expectations for learning
 - Identify and use resources to support learning
 - Have high expectations and celebrate achievement
 - Demonstrate and model themselves as learners
 - Meet the expectations set out in the staff code of conduct and marking and feedback policy
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3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Help to sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the staff code of conduct and the marking and feedback policy

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels.
- Address underachievement and intervene promptly
- Meet the expectations set out in the staff code of conduct.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Know their next steps and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the school behaviour policy

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
 - Encourage their child as a learner
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- Hear their children read regularly and share books with their child throughout their time at Plaxtol Primary.
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure that other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Lessons will be planned well to ensure good progress through access to a broad curriculum as outlined in our curriculum intent, implementation and impact. All foundation subjects are planned on a 2 year cycle due to mixed age classes. See our EYFS policy for more details on our school's teaching and learning in the Early Years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, halls and in intervention rooms. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled zones such as reading corners and quiet areas
- Learning walls to show what pupils have previously learned about and can identify
- Accessible resources for learning such as books, dictionaries and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able

We do this by using support staff effectively to provide extra support, using ability groupings for certain subjects where appropriate and by scaffolding learning as needed. Also, by

working with our SENCO, our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress. Please see the SEN policy and our equality objectives for more information.

7. Home learning

Home learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Tapestry or sent home as a physical copy if requested. It will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Please see the Marking and Feedback policy for more information.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative and summative assessment at the end of Term 2, 4 and 6 using Sonar Tracker in KS1/KS2.

We will use marking and feedback to give provide next steps for pupils, and provide termly verbal reports against these at parents' evenings.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Termly pupil progress meetings
- Pupil feedback
- Data analysis
- Book scrutinies

11. Review

This policy will be reviewed annually by the Headteacher.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
 - Early Years Foundation Stage (EYFS) policy
 - SEND policy
 - Marking and feedback policy
 - Home learning/Home -school agreement
 - Equality policy and objectives
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