



The Reddings Primary and Nursery School
Teaching and Learning Policy

The aim of this document alongside the Schools Visions, Values is to guide the members of the School community to ensure 'Success for All'.

Our main focus is developing inspirational teaching enabling effective learning, leading in turn to better outcomes which will maximise lifetime opportunities for all our learners. Teaching and learning is personalised at The Reddings and permeates all that we do in school.

Our Vision

A learning community which celebrates all achievements.

Our Aims

- To be welcoming and inclusive
- To encourage independence and personal confidence
- To have effective relationships built on respect
- To maintain and develop community links
- To celebrate *Success for All*

Context

We seek to create a positive climate for learning so that pupils:

- Value learning for itself and the opportunities it promotes
- See themselves as successful learners
- Are clear about the purpose of learning and how this can be achieved
- Take responsibility for their own learning
- Work collaboratively with staff and each other making effective use of feedback

All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices.

Curriculum and Planning

We believe that the best learning takes place within an engaging curriculum with links made between subjects to ensure contextualisation of learning. We look for opportunities to provide enrichment, make links and celebrate our diverse world.

The National Curriculum map for each year group (long term planning; see appendix) demonstrates how statutory requirements are covered throughout the school. For each half term, a termly overview (medium term planning) supports flexible timetabling, links across the curriculum and a clear sequence of learning. These are shared with the curriculum leader and are accessed by leaders within the school to support monitoring activities.

Topic maps are used to highlight key areas for learning within a topic. These are used to share information about planned learning opportunities with children and their parents/carers. They are also uploaded to the school website.

Teachers use assessment information to plan teaching and learning which is tailored to the needs of the class and provides a clear sequence of learning. It is a requirement that all teaching sessions, including whole class, groups and one to one sessions, are planned for (short term planning); for individual subject planning expectations please see subject teaching and learning policies (appendices). All adults working within the class have access to planning in order for adults to be prepared to fully support teaching and learning.

Assessment, Feedback and Marking

Assessment is used to inform teaching and learning. Throughout the year a combination of formative and summative assessment is used to inform next steps of learning and provide an overview of pupil achievement. Assessment information is monitored for quality and accuracy through staff and phase meetings, drop ins, book looks, monitoring of assessment records and moderation by subject and senior leaders. Data is used in termly pupil progress meetings to monitor individual and group progress and attainment and identify focus areas for teaching and learning as well as to identify impact of strategies used.

For assessment of individual subjects, see subject teaching and learning policies within the appendices.

The purpose of feedback and marking is to support children in making progress in their learning and inform teachers of next steps. Teachers provide feedback throughout lessons verbally as well as through symbols, annotations and comments written in books. Feedback should be given in a timely manner to maximise impact and children must be given the opportunity to respond; this may be through making improvements to a particular piece of work or by ensuring the feedback is implemented in the next piece of work.

In developing children as independent learners, we ensure that feedback is scaffolded to encourage children to move towards independence in editing and improving their own work. Through peer feedback, children develop skills in independent improvement of their work.

The consistency in written feedback document is reviewed annually (see appendix).

Phonics

At The Reddings, phonics is taught based on the Read, Write, Inc phonics scheme. Phonics sessions take place daily in small or whole class groups, closely matched to the needs of the learners (planning documents in appendices). In order to teach phonics in small groups, TAs from across the school lead groups ensuring focussed and targeted learning based on specific individual needs. Children identified by their class teachers from across the school as needing phonics support are included in these sessions. Whole class phonics sessions ensure that all children are exposed to the full range of phonemes in reading and writing.

Roles and Responsibilities

We conduct all our teaching in a positive atmosphere of trust and respect for all. School policies promote this and all staff have a responsibility to follow these policies. The Leadership Team monitors the standard of teaching and learning through regular and ongoing monitoring, including through observations, book looks, learning walks and pupil voice feedback. Outcomes of monitoring are shared with staff and targets set revisited to ensure ongoing professional development. Governors are informed of the outcomes regularly at Full Governing Body Meetings and Improvement and Outcomes Committee Meetings.

We have a number of support staff who play a central and specialised role in our learning processes.

Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with learning or behaviour plans.

We believe that parents and carers have a fundamental role in helping children to learn and request that they agree and sign our Home School Agreement. They are provided with termly topic information to support home learning and discussion, are regularly invited into school to take part in events, are provided with the opportunity to attend parent consultations twice a year and are provided with written reports termly. Parents are asked to support their children to be in school regularly and punctually, to be ready to learn with the correct equipment and to develop positive learning behaviours.

Monitoring and Review

The Headteacher, Deputy Headteacher and Assistant Headteacher will monitor the effectiveness of this policy throughout the academic year. The Headteacher and assigned governor will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.

Linked Policies

Positive Behaviour Policy

Subject Policies (on renewal to be added as appendices)

Home School Agreement

EYFS Policy

Safeguarding Policies

Teachers' Standards

Appraisal Policy

Inclusion Policy

Appendices

1. National Curriculum Map Proforma (long term planning)
2. Termly Overview Proforma (medium term planning)
3. English planning document
4. Maths planning document
5. Science planning document
6. Computing planning document
7. Curriculum planning document
8. Consistency in written feedback
9. Phonics planning sheets