



Name of School: **Earls Barton Primary School**

Committee/ Person(s) Responsible: **Senior Leadership Team**

Distribution: **Governors/ staff**

Adopted date: 9<sup>th</sup> October 2018

Review date: October 2019

Document Reviews

Version	Inclusion Governors	Adopted Full Govs	Comments	Initial
1.0				
1.1				



## **Aims**

At Earls Barton Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the values of the school.

## **Principles of Teaching and Learning**

Learning is the purpose of the whole school and is a shared commitment. At Earls Barton Primary School, we recognise that education involves children, parents, staff, governors and the community, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively

## **Ethos**

The ethos and atmosphere underpin the values of the school. In the course of their daily work, the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce their best work
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's Relationships and Behaviour policy
- effective management of professional time
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development in order to ensure a high level of professional expertise



## **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- valuing children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another

Teachers will also endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child according to ability and aptitude
- ensure that learning is progressive and continuous
- be good role models, punctual, well prepared and organised
- have a positive attitude to change and the development of their own expertise
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice

Pupils are encouraged to support the school's aims by:

- attending school regularly and punctually
- being organised
- conducting themselves in an orderly manner in line with the Relationships and Behaviour policy
- taking increased responsibility for their own learning

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc
- presenting themselves as positive role models to be emulated
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events
- voluntarily helping in the classroom



### **Planning**

The foundation for curricular development is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At Earls Barton Primary School, we are committed to following the programmes of study as required by the Early Years Foundation Stage and National Curriculum 2014. An overview of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. We teach discrete lessons for all subjects but cross curricular links are made where appropriate. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning, across the school, is available to SLT, subject leaders or colleagues for use in monitoring or staff development needs. Although the curriculum is used to ensure coverage of knowledge and skills, ongoing assessment is used to meet the needs of individuals and all planning should be annotated to reflect this.

Subject leaders have a variety of roles. These include:

- taking the lead in the production of units of work designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development and implementation of the units of work, and in assessment and record-keeping activities
- monitoring progress in their subjects and advising the Headteacher on action needed
- taking responsibility for the purchase and organisation of central resources for their subjects
- using release time to drive through improvements and support colleagues
- keeping up-to-date through reading and attending relevant courses

### **Organisation**

The learning environment will be managed in such a way as to facilitate different teaching approaches which match the needs of the learners and subject being taught.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria ie ability, mixed ability
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.



The classroom will be organised to facilitate learning and the development of independence. For example:

- resources will be labelled and easily accessible
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- pupils will be involved in the maintenance and care of all equipment and resources

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Excellence is celebrated in displays and performance. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Wow Worker of the Week' awards are given weekly to celebrate individual academic or behavioural achievement. 'Bartonian Awards' are given, each term, to pupils in each class for excellence in demonstrating our school values.

### **Differentiation**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace
- content
- task
- resources
- extension
- autonomy
- outcome
- teacher/adult support

Pupils with identified special educational needs receive targeted learning, through the use of assessment information, to ensure that learning is relevant and challenging. They may also receive support provided by a teaching assistant through 1:1 support or small group targeted intervention groups. Teachers, who have concerns about the learning of individuals, should seek advice from the inclusion manager.

### **Homework**

Homework is considered to be a valuable element of the learning process. (See the Homework Policy)



We believe that homework should be set:

- to involve parents in their children's learning
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge
- to view learning as a lifelong process and not just restricted to school hours

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy
- homework will generally include: reading, spelling, learning number facts or times tables and topic based learning projects
- children should understand exactly what they are expected to do and how to do it
- children who have made insufficient effort during class time may occasionally be asked to complete work at home

### **Assessment, Recording and Reporting**

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics is tested in Year 1 and re-tested where necessary in Year 2. Baseline assessment is used in Reception/Early Years within the early weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions
- short assessment tasks
- specific activities
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations

Feedback to pupils about their own progress is achieved through discussion and the marking of work. (See Marking and Feedback Policy) Effective feedback:

- helps children understand how to improve
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task
- can inform whole class teaching



Successful transition between year groups is ensured by:

- pre-school liaison meetings and home visits
- in-school liaison meetings between staff
- liaison meetings between Year 6 teachers and those from prospective secondary schools
- visits for children to their next classroom
- visits from their next teacher to their current setting
- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress, summative assessment results and any relevant personal information

Records of progress kept for each child are:

- updated regularly using Insight
- examined by class teachers at the start of each academic year as they prepare for a new class
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave

Reporting to parents is done twice a year through parents evening. A detailed written report is completed at the end of each year. Regular meetings are also held with parents of children with SEND to review and set new targets. Results of individual pupils' statutory assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly between colleagues, by subject leaders and by the SLT. Staff in Year 2 and 6 attend STA moderation and we also hold whole school moderation meetings with other schools. Pupil Progress Meetings take place to identify children who are not making sufficient progress and include discussions about the next steps for these children. Lesson observations and learning walks will take place on a regular basis. The appraisal cycle informs learning and teaching.

### **Teaching Strategies and Styles**

In order to ensure equality of access and effective matching of tasks to needs, teachers may employ a variety of teaching strategies in any one session. This may include:

- discussion and questioning
- sharing information/knowledge with the class
- modelling how to do something
- using a range of resources eg. Numicon
- the use of the IT
- providing opportunities for reflection by pupils
- providing opportunities for repetition/reinforcement
- problem solving and reasoning opportunities
- investigative opportunities



- communicating their learning in different ways

Teachers will have an excellent standard of subject knowledge and correct subject vocabulary will be demonstrated in all lessons with children given the opportunity to use it correctly.

### **Learning Processes**

Children enter school at different stages of development and learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

- investigation
- listening
- observation
- talking and discussion
- asking questions
- child-initiated play
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem-solving
- making choices and decision-making

At Earls Barton Primary School, opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values.

We believe that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks match children's needs
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated



### **Resources**

Resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand
- all children know where classroom resources are kept and the rules about their access and use
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- the library is a valued resource and used appropriately
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources

Each classroom will be equipped with a basic set of resources appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering using agreed school procedures.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Health and Safety issues are the responsibility of all who work in the school. Care will be taken to ensure that resources reflect the cultural diversity of our society, and that all pupils have equality of access.

At Earls Barton Primary School, the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.