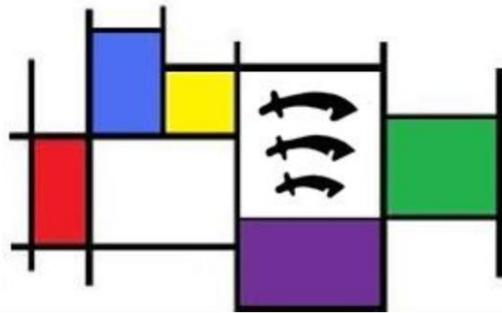


# FELMORE PRIMARY SCHOOL



## FELMORE PRIMARY SCHOOL TEACHING AND LEARNING POLICY

### **Introduction:**

At Felmore Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create motivated, independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day, underpinned by our school motto "Believe it to Achieve it."

Our school curriculum is underpinned by a common ethos and shared values which are communicated clearly to the whole school community. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

### **The Principles of High Quality Teaching.**

At Felmore Primary School, we aim to:

- guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning;
- promote consistency in the quality of teaching;
- promote positive learning behaviour through the use of praise and sanctions in line with the school behaviour policy;
- ensure that all pupils have access to the same high quality of teaching and learning;
- ensure that pupils are exposed to a variety of learning styles and experiences, making the most of our school environment, including the outdoors;
- ensure that all pupils progress and develop;
- ensure the best possible standards of pupil performance;
- make learning vivid and real, actively engaging students in their learning;
- develop understanding through enquiry, creativity, e-learning and group problem solving;
- make learning an enjoyable and challenging experience;
- stimulate learning through matching teaching techniques and strategies to a range of learning styles;
- differentiate work so that it closely matches the needs and abilities of individuals, providing variety, pace and challenge;
- offer support and guidance to children who need it;
- enrich the children's learning experience by building skills across the curriculum;
- promote assessment for learning (AFL) to encourage children to be partners in their own learning;
- promote the use of practical resources, including ICT, to enrich and support learning opportunities;
- use time and resources effectively, with targeted use of LSAs to support teaching and learning;
- provide the children with a well-resourced, organised and tidy learning environment.

### **The Principles of High Quality Learning.**

At Felmore Primary School, we aim to:

- ensure all children make good progress in their learning;
- ensure that pupils know the expected outcomes and the progress they are making;
- ensure that all pupils evaluate their work against agreed criteria and identify areas for improvement;
- ensure that pupils have opportunities to reflect on their learning and respond to comments made by teachers and peers;
- help pupils to actively seek feedback, enabling them to improve on their previous performance;
- encourage positive learning attitudes and behaviour;
- encourage collaborative learning;
- encourage children to use independent learning and thinking skills;

- enable children to master the essential skills in all subject areas.

**To achieve these aims, we will provide:**

- a happy, healthy, safe and secure environment;
- a school site providing the resources for an innovative and exciting learning environment for the 21st Century;
- high quality teaching across the whole curriculum;
- a rich, challenging and relevant curriculum;
- a wide range of extra- curricular opportunities;
- opportunities for pupils to play a part in developing their school and community;
- a professional, skilled, highly motivated staff team committed to the ethos and aims of the school;
- opportunities for parents to be active partners in the education of their children and the life of the school;
- professional development of leaders at every level;
- school leadership focused on continuous improvement;
- effective management systems which support the drive to raise standards.

**Our Curriculum**

At Felmore, we believe in the need for an engaging, skills-based curriculum, which encourages and nurtures children’s self-belief, enthusiasm, independence, curiosity, resilience and emotional intelligence. We want our pupils to think creatively, developing the learning skills, self-reliance and adaptability they will need to meet the challenges of the modern world.

To this end, we plan for learning using the Creative Learning Journey – a creative, skills-based curriculum tool, focussed on a cross-curricular approach, with seven essential areas of learning:

- Personal Social and Emotional Development and Religious Education
- Communication and Language
- Literacy
- Mathematics and Computing
- Understanding the World
- Physical Education
- Expressive Arts and Design

From EYFS through to Year 6, children’s learning is fostered through age-appropriate ‘thematic’ units, with subjects and skills being integrated in a meaningful way. The children’s social, moral, spiritual and cultural development is at the heart of all that we do.

Children receive discrete English (including specific phonics teaching) and Maths sessions during the morning, where teachers plan and assess learning with reference to the 2014 National Curriculum in Key Stage 1 and 2 and the EYFS Statutory Framework 2014 guidance in reception. Where possible, teachers seek to integrate learning with that half term’s topic, therefore enabling pupils to apply reading, writing, mathematical and computing skills across the curriculum. This ‘topic-type’ approach to planning also allows staff to develop a range of flexible learning opportunities and activities, based on a variety of stimulæ, which inspire children’s interests.

Teachers aim to engage children’s interest in each topic with a ‘wow’ starter or activity. This could be an educational visit, a specialist visitor to the school or an ‘activity day’. Also, we very much welcome the

contributions of parents, carers and the wider community and we draw on their knowledge and experience whenever possible. Children sometimes work towards some form of presentation which will allow them to share their learning. Presentations include assemblies, classroom galleries or exhibitions, drama productions and open afternoons.

Sometimes topics lend themselves more to a particular subject focus, for example Science or History. Where this is the case, the range of topics selected over the academic year is varied to ensure adequate coverage of all areas of learning.

### **Assessment**

Staff plan and assess children's learning against a continuum of skills, progressing from the Foundation Stage to Year 6. Assessment is carried out formatively as part of everyday classroom practice. Our teacher assessments enable staff and parents to compare children's attainment to age-related expectations, with progress measurable half- termly. Detailed provision maps are produced by teachers, detailing the current attainment step that the child is working at, the progress they have made and the interventions that individual children are receiving. These provision maps are discussed during pupil progress meetings and are updated regularly according to the specific needs of the children.

Alongside regular teacher assessments, standardised testing is used to support judgements and also to prepare children for statutory assessments. Information on pupil achievement is communicated to parents through two parents' evenings a year as well as 'formal' written reports at the end of each academic year.

### **Curriculum Leadership and Monitoring**

At Felmore Primary School, all teachers have the responsibility of leading at least one subject or area of learning. Curriculum/subject leaders are responsible for developing non-negotiables relating to planning, teaching and learning, feedback and assessment and these are reviewed regularly and shared with all teaching staff. Teaching and learning is monitored rigorously, ensuring compliance with the 2014 National Curriculum, and specific feedback is given, ensuring that the children are receiving the best possible education as well as enabling the teachers to develop as professionals. All teachers are given a rich and varied programme of CPD to enable them to lead their area effectively and to develop as professionals.

### **What characterises good/outstanding teaching and learning at Felmore Primary School?**

When teaching and learning is monitored, the following aspects are accepted as characterising good/outstanding teaching and learning and are looked for in lessons:

- Observable pupil progress within individual lessons and over time (the acquisition and mastery of knowledge, skills and understanding) that is appropriate to a child's ability at that moment in that particular activity.
- Clear learning objectives and outcomes.
- Pupils' application and concentration on tasks that demand intellectual and creative engagement.
- Pupils' ability to work independently (not simply working on their own, but knowing when, how, and why to do something in the right situation, being efficient with strategies selected, making connections with learning and making decisions in order to create new ideas) and collaboratively at each standard – working towards, within or securely within the expected standard.

### **Quality teaching is supported by:**

- high staff morale based on collaborative time for development, planning, preparation and assessment;
- effective planning which includes essential learning objectives, teaching strategies and key questions based on the principles of a mastery curriculum;
- sound teacher subject knowledge;
- learning objectives that are directly taken from the schemes of work, alongside the appropriate context and success criteria that are derived and/or shared with the children to optimise success;
- a range of strategies and resources that interest, encourage, engage and challenge pupils, maximising opportunities for high quality questioning and dialogue in all lessons;
- the promotion of the self-esteem and confidence of all children so that they believe that they can succeed;
- a supportive and stimulating physical environment which promotes independent learning;
- effective use of time, including regular opportunities for reflection and rehearsal, to promote speaking, listening and thinking skills.
- the provision of learning experiences outside of the classroom and the set timetable;
- strategies that promote high standards of behaviour and engagement with learning;
- the effective use of the significant contribution of learning support assistants in promoting pupil engagement and progress;
- engagement with parents including the provision of homework;
- the promotion of equality of opportunity so that the inclusion and achievement of all pupils is maximised.

**At Felmore Primary School, high quality formative assessment is characterised by:**

- Constructive and thorough assessment of pupils' work, including developmental marking (see Marking and Feedback policy)
- The use of assessment to inform planning and target setting.
- The use of day-to-day assessment strategies including teacher and pupil questioning.
- Reflection and review opportunities for pupils.
- Children's involvement and understanding of how they are improving and how they can improve further.

**Staff development**

Through our involvement in and commitment to raising standards, all teachers receive whole staff development based on school priorities and identified needs. The Teacher Appraisal process will help staff to identify targets and areas for development in line with school development priorities and for their own professional development. Central to this process is the notion that as professionals we have a responsibility to seek to improve our practice and therefore to be active in evaluating our own needs as well as acting on the support and advice of colleagues.

**Governors**

Governors play an active part in the life of the school and are welcomed into school regularly. They monitor teaching and learning by:

- visiting the school to participate in whole-school monitoring visits;
- meeting with co-ordinators and senior leaders;
- scrutinising progress and attainment data and holding leaders to account.