

LEARNING AND TEACHING POLICY

	Name of School	Gidea Park Primary School
	Policy review Date	September 2018
	Date of next Review	September 2019
	Who reviewed this policy?	Pawan Sharma & Teaching Staff

At Gidea Park Primary, we believe in the concept of the lifelong learning. We aim to instil in our learners the belief that learning is limitless, that the World is full of opportunities waiting to be grasped and that through effort and perseverance everyone can achieve. We are committed to high quality teaching and learning to raise standards of achievement for all children. We recognise that everyone in the school community is a learner including teachers, pupils, parents, the leadership team, support staff and governors. This is reflected in our school motto: **'Aspiring Together, Growing Together, Succeeding Together.'**

School Aims and Objectives

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Cultivate a lifelong love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Ensure equality of opportunity in relation to gender, race, disability, age, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe, purposeful and happy work place.

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Learning is the purpose of the whole school and is a shared commitment. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. Staff will contribute to the development of this ethos through:

- Providing a calm, purposeful and effective working environment at all times, in which each child can achieve his or her maximum potential.
- 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 'Assertive Discipline Strategies' embedded within the GPPS behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's assessment policy.
- Effective management of their professional time.

- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum as detailed in the EYFS curriculum, English & Maths Schemes of Work, Edison curriculum and the agreed Havering & Redbridge RE Syllabus.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting/ mentoring of teaching and non-teaching students

Teaching and Learning Style

We recognise the fact that children learn in different ways. In order to ensure that everyone is able to fully access the curriculum, teachers may promote learning in differing ways. These may include;

- Home/ playgroup visits, to initiate contact and a relationship between parent, child and teacher in Reception class.
- Provision of an integrated curriculum both inside and outside the Reception classroom, with a balance of child/adult initiated activities.
- The involvement of subject leaders in monitoring and developing curriculum areas, in order to ensure continuity and progression.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- 1:1 Conferencing
- Listening, responding and intervening to support individual needs
- Thinking time - providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement/challenge
- Providing encouragement, positive reinforcement and targeted praise to focus on the learning process.
- Providing all children with opportunities for success
- Use a range of communication strategies, verbal and non-verbal
- Providing children with opportunities to review and self-assess their learning.

Teachers & Support Staff will use a range of strategies in any one session. Planning should show a balance in terms of individual, collaborative and whole class work. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'. Our core values of perseverance, independence, respect, achievement and opportunity are central to what we do at Gidea Park and growth mindset strategies are incorporated into all lessons.

Classroom Management and Organisation:

Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching/ Conferencing
- 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 skills, concepts and knowledge.

Support staff

Support staff play a central and specialised role in the learning process. Key elements of their role can involve:

- To support teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom to work independently and access the learning.
- Delivery of targeted interventions with the guidance of the teacher
- Preparation of resources
- Supporting children with EHCPs or specific learning needs

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area should be safely accessible and clearly labelled to encourage independent use.
- Book corners will be comfortable and attractive.
- Labels and posters should reflect the language diversity in the school, wherever possible.
- In EYFS, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play where children can make connections with other areas of learning.
- Pupils will be involved in the maintenance and care of all equipment and resources.

Curriculum Planning

At Gidea Park we believe that good teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children. We are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

The National Curriculum for English and Mathematics are used across both Key stages and the school follows the LA RE planning to encompass all major faiths. We use the Edison curriculum as a basis for planning most of the 'foundation' subjects in an integrated manner, whilst retaining the rigour of individual subject areas in line with National Curriculum 2014 (Refer to appendix 1).

All classes follow a 'Values and Philosophy' Curriculum which has been created by the school to offer a whole school approach to a wider emotional and social awareness. The curriculum focuses on key areas including: growth mindset, philosophy for children and British Values.

All staff receive PPA [Planning, Preparation and Assessment] time every week in accordance with statutory requirements. As far as possible, time will be allocated to enable year group teams to plan together. Plans are based upon previous assessment data, pupil need and subject expectation. Planning should demonstrate adjustments in response to pupil needs. Consequently medium term and indeed weekly plans should be adaptable and it is not expected that they are completed in full in advance of the topic. Medium term planning should be responsive and should be adapted based on ongoing assessment. All staff use the agreed school formats and provide an electronic copy of planning saved on the Staff Network Drive to allow access for monitoring by leadership team and subject leaders.

Subject leaders have a variety of roles. These include:

- Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Supporting colleagues in their development and implementation of the scheme of work and in assessment and record-keeping activities.
- Monitoring progress in their subjects and advising the Head teacher/Deputy Head teacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects
- Using release time to support colleagues
- Keeping up-to-date through reading and attending relevant courses.
(Refer to Appendix 2)

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Challenge

To ensure that our Mathematics and English curriculum meets the demands of the mastery curriculum, challenge opportunities are included, where appropriate and are made available to all children.

Opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning. Gidea Park provides an environment that promotes excellence in all areas and we encourage children to be proud of their successes and share them with others. More able children are encouraged to take on new challenges and are given opportunities for enrichment (breadth) and extension (depth).

Cross-Curricular Links

In adopting the Edison curriculum, staff are able to make meaningful links across the curriculum, without losing the rigour of each subject area. Subject leaders ensure progression in each subject area through regular monitoring [pupil talks, book looks etc]. Staff create an overview plan across the year identifying priority areas/ assessment opportunities for their particular phases. Each term key objectives from the overview are taught and assessed.

Inclusion

At Gidea Park, we are committed to providing a broad and balanced curriculum that every child can access equally, regardless of gender, race, disability, age, class, special needs and belief. Teachers plan together across year groups, taking into consideration the particular needs of their own class or ability set.

Teachers may differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Resources available

Greater depth/Challenge tasks and support tasks will be detailed in weekly planning. Learning objectives will be specified for all teaching. Planning will refer to individual children with School Support Plans and to other vulnerable children /groups.

Monitoring and assessment (Please refer to the school's Assessment Policy)

Assessment in the classroom should be focused on improving pupils' work so that good progress or better is made by all. Pupils will take an active role in assessing their own progress and achievements by having a clear understanding of their targets for literacy and numeracy. Assessment strategies used are outlined in our Assessment Policy. A termly review of monitoring procedures is held with all phase groups in the form

of Pupil Progress Meetings which includes discussions around progress and attainment of pupils and the impact of the interventions that are used. Subject leaders and SLT will regularly monitor children's books. The SLT will observe each class teacher in a specified curriculum area on a regular basis. Outcomes will be recorded on individual TOAPs (Teacher on a page).

Resources

We offer a high quality range of resources to enhance learning. Subject leaders are expected to audit resources available for supporting their subject area and to purchase resources to replace/ replenish as needed. This will include timely and effective use of technology as learning aids.

Pupils must be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society. Adaptations will be made where possible, or alternatives purchased when needed, to ensure that all pupils can access the curriculum equally well.

Extended Learning Opportunities

Home Learning is considered to be a valuable element of the teaching and learning process. This may involve activities to reinforce and consolidate class activities. Teachers follow the School's Home Learning Policy. Teachers will also encourage children to use the school's 'My Maths' / Fronter online resources to enhance learning across all curriculum areas. Parents are encouraged to support their child's learning by giving importance to homework and actively supporting the Home- School agreement.

Behaviour Management (Please refer to the school's Behaviour Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment. Each class will display their classroom rules, each phase will have a set of rules outlining expectations and sanctions for their playground. Outstanding learning behaviours are encouraged and praised and rewarded with Growth Mindset and special book certificates.

Management of the School Day:

8.40 ~ 9.00: Registration/Busy Book Work (linked to maths skills)
(NB 8:50 official start of school day)

10.20 ~ 10.40: Break [KS1 and 2] (20 minutes)

12.20 ~1.20: Lunch [KS2] (1 hour)

12.00 ~1.00: Lunch [KS1] (1 hour)

2.15 ~ 2.30 Key Stage 1 break. (15 minutes)

3.20 End of school day (EYFS&KS1)

3.30 End of school day (KS2)

Governors' Role:

It is the Governors' role to monitor the curriculum offered at Gidea Park. They will review this policy and its implementation through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Head teacher and teachers.
- Reporting to the Curriculum committee.
- Reporting to the Full Governing Body

APPENDIX 1

Minimum Standards to be added as an appendix to our L&T policy.

(How do we want our curriculum to look? What do we want our children to experience?)



English

- Clear writing progression with agreed writing plan formats used throughout (HA pupils in Y6 & SEN pupils may need plans adapted).
- Children will have opportunities to write independently on a regular basis (4/5 pieces per half term)
- In KS2 there will be 5 pieces of recorded English work for most weeks.
- Writing, reading and grammar will be taught in separate lessons with a specific focus
- In KS2 children will read 5/6 core texts each year
- The development of sentence structure, grammar and punctuation will be prioritised.

Maths

- In KS1 there will be at least 3 pieces and in KS2 5 pieces of recorded work in Maths work for most weeks.
- Children from Y3-Y6 will complete 'Beat the Challenge' on weekly basis based on Learn It Facts which will be explicitly taught and practised in lessons. (Y1 will begin to implement this in the Spring term).
- There is an expectation that children record methods used in all number lessons from Y2 onwards & children will be encouraged to explain their strategies orally.
- There will be a focus on number in the 1st ½ of each half term and for a minimum of 2 lessons per week in the 2nd ½ term following the model of concrete, pictorial, abstract where appropriate in all year groups. (*This will vary in Yr&1 in line with the Mathematics Mastery Program*).
- Most lessons will include an element of reasoning and/or application.
- Across the school there will be 3 maths meetings each week.

Edison Curriculum

- Key objectives detailed on the Whole School Planning Overview are taught in each unit to ensure curriculum coverage.
- Minimum of 6 science sessions, including 2 investigational sessions taught each half term.

Edison Curriculum Display

- Learning Walls in every classroom that are developed and added to as the topic progresses.
- Learning walls moved to corridor boards at the end of a topic to celebrate the children's work.

Values & Philosophy

- Some assemblies linked to Values & Philosophy each half term within assembly cycle.
- Whole School focus on developing a 'Growth Mindset'
- Explicit teaching of Values & Philosophy every week in time planned e.g. Monday afternoons.
- A minimum of 2 pieces of recorded evidence in pupil topic books for Values & Philosophy each half term. This may be in the form of photographs or post-it notes.

Planning

- Edison curriculum planned collaboratively in year /phase groups to ensure equality of provision for pupils in different classes.
- Whole School Planning Overviews, highlighted to demonstrate coverage.

Classroom Ethos

- All staff work to develop a team spirit and class unity by demonstrating and maintaining positive relationships.
- Learning spaces are tidy and resources are well kept and maintained.
- Learners are taught to respect their classroom spaces and contribute to maintaining an ordered environment.
- Learners are expected to demonstrate high levels of presentation and take pride in their work.