



“Where Childhood Matters” Teaching and Learning Policy

Here at Nafferton Primary School (NPS) each child is valued for what they bring to the school and community. A child needs to be allowed to be a child, creating memories for life. We are committed to developing the whole child. We offer an education that is rooted in the traditions and values of England with a spirit of tolerance and respect for the individual. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. Aspirations and expectations are high for our children to ensure they become active, responsible and caring members of the school and society.

The school works towards this by:

- Promoting high quality learning and exceptional attainment;
- Providing a high quality curriculum, enrichment activities and a high quality learning environment that stimulates and celebrates learning;
- Promoting an effective partnership with parents and the community;
- Providing consistency of teaching and learning throughout the school;
- Enabling teachers to teach as effectively as possible, with the ability to use their own professional judgement;
- Giving children the skills they require to become effective learners who relate new concepts to previous experiences.

Our logo is:

H is for happiness
A is for aspiration
R is for respect
V is for values
E is for endeavour
S is for success
T is for togetherness

We believe that:

- Learning should be a rewarding, enjoyable, memorable and a positive experience for everyone;
- Teaching needs to equip children with the core values, skills, knowledge and understanding necessary to allow them to play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
- High quality teaching and learning experiences support children enabling them to lead happy and rewarding lives;
- High expectations of learning behaviours are evident through explicit teacher modelling;
- Children develop the core skills in English, Maths and ICT and given the opportunity to apply them across the curriculum.

At Nafferton, we believe that children learn best when:

- ❖ They form positive relationships with their teacher, peers and other members of the school community;
- ❖ They are working in an environment which is safe, caring, supportive and stimulating;
- ❖ They have clear direction and are praised for all the good things that they do;
- ❖ They are actively involved in their learning at an appropriate level to match their learning needs;
- ❖ They are encouraged to become increasingly independent learners;
- ❖ They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- ❖ Their learning is well structured, delivered and effectively differentiated;
- ❖ Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the School’s HARVEST values, rules and individual class rules.

Investors in Pupils (linP)

At Nafferton we feel that children need to be empowered to become responsible learners and individuals. As part of our linP project all our children have individual targets which they create, these targets can be linked to developing the child socially as well as academically. Progress against these targets is reviewed regularly by the class teacher and child. At the end of each term, depending on the child's progress, they will be rewarded by attending an activity chosen by classes or the School Council. Through our linP we aim for the children to demonstrate initiative and take increasing responsibility for their own learning including;

- ❖ Independently organising their own learning resources and are quickly able to begin their work;
- ❖ Using their individual learning targets to assess their own work, and those of other children, against the lesson's steps to success, thinking of ways to improve their work;
- ❖ Having the opportunity to plan and direct their own learning;
- ❖ Having access to clearly labelled resources and being able to select and use them with increasing independence;
- ❖ Developing their research and questioning skills using a variety of resources;
- ❖ Independently using the core values and skills taught and applying them appropriately to each task and or area of the curriculum.
- ❖ Children are increasingly able to manage their own emotions and relationships.

As a pupil in a school with the Basic Skills Award, each learner at NPS has a right to:

- ❖ A phonics input for all children in Years Reception to 2, and phonics intervention for older children as relevant.
- ❖ Four Reading sessions per week - to increase skills and engagement within reading.
- ❖ Daily English and Maths lessons;
- ❖ Daily access to a high quality Morning Maths session which encourages independent practice of basic skills with appropriate challenge;
- ❖ High quality GPS (grammar, punctuation and spelling) teaching linked to the objectives of the National Curriculum
- ❖ Weekly Handwriting lessons with the aim of receiving a Pen License;
- ❖ Planned for opportunities to use basic skills in all areas of the curriculum.

The Curriculum

The Curriculum is planned over a two year cycle, but will be adapted depending on the class structure for that year and national events. Subject leaders will monitor coverage to ensure all year groups receive the full curriculum over their time at NPS. Subject leaders will write annual reports on their subjects along with auditing resources and submitting budget allocations. Staff are given time to plan at the end of each term and year for the next theme.

Nafferton Primary School's planning is based on the following requirements:

- the 2014 National Curriculum;
- the Early Years Foundation Stage Framework ;
- the East Riding Syllabus for Religious Education;
- the Val Sabin Scheme of Work for Key Stage 1 Games and Key Skills for Key Stage 2 as stated in the 2014 National Curriculum (when skills and content are not covered in the IPC units of study);
- the needs of the children we are teaching.

Long Term Planning plots the content covered from reception to year six for each individual year group and each curriculum area.

Medium Term Planning for English and Mathematics we use the statutory requirements of the 2014 National Curriculum, Headstart Reading and White Rose Maths.

Short Term Planning is detailed, weekly/daily short term plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify learning objectives and, Success Criteria, values and skills, assessment opportunities, direct teaching input, key questions, differentiated activities and resources for learning. Planning is monitored by the SMT, according to school improvement priorities each term. Although a criteria sheet is available in the Nafferton Way stipulating what must be included in planning staff are free to plan in a format that best aids their teaching.

Children in Foundation follow the enquiry based Early Years Foundation Stage curriculum. As such, children can access a broad range of areas of provision, inside and outside. Teaching is tailored to the interests of children and in some cases is

project based. All practitioners in Foundation Stage take on the roles of teacher, facilitator and assessor, engaging which children in their play in order to move learning on. Children learn early reading and writing through a daily phonics session which builds on prior learning. It is differentiated according to need and highly structured. Phonics skills are reinforced through children's play and provision. Children's early number, calculation and measuring skills are developed through a daily focussed mathematics session, and with provision that reflects the children's current learning needs.

Teachers apply a range of teaching styles which appropriately match the intended learning objective and children's learning styles in order to sustain their concentration, motivation, application and ensure that the:

- a) Teachers have the autonomy to decide on the teaching style for the given unit or learning objective. Lessons may be blocked together to ensure maximum progress is made. Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- b) Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- c) Children are engaged in activities which are differentiated effectively by either prescribed outcome, the support given, dialogue during the activity, resources or task; or a combination of any of these, to match their needs and extend their learning;
- d) Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- e) Opportunities are available for children to engage in practical activities, investigations and problem solving both indoors and outdoors;
- f) Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension activities;
- g) Teachers use appropriate resources, including the use of technology to support and extend children's learning. Resources are clearly labelled, the children can access them and use them with increasing independence;
- h) Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

Teachers develop and maintain safe, secure and inspiring classroom learning environments;

- a) Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- b) The classroom and learning environments will be managed in a way that supports the development of learning. Features of this will include:
 - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - ii. High quality classroom and corridor display with good balance between the celebration of children's work, annotated with the child's name, and displays exploring themes. Displays will be child friendly, language rich and engage the children by having questions on them for the children to respond to. These may be in the form of Working Walls. The classroom should work as an extension of the teacher's craft and suit the style and personality of the teacher and the pupils' needs.
 - iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
 - iv. High quality book areas which encourage children to have an interest in books and reading;
 - v. High quality IT resources.

Further expectations for the classroom environment can be found in the Nafferton Way.

Behaviour

We follow our Harvest Values and all staff work within the guideline of the Behaviour Policy.

Outdoor Learning - experiences remembered for a lifetime!

We believe that every child should experience the world beyond the classroom. The outdoor environment has huge potential for providing learning opportunities. We are extremely fortunate to be set in large grounds and surrounded by an environment rich in opportunities and we make full use of our local area.

The outdoor environment offers motivating, exciting, different, relevant and easily accessible activities from Foundation through to Year 6. Our outdoor learning experiences are delivered through a combination of school-based outdoor learning, visits to other places and residential programmes. Each year group will be part of our Forest School Programme. The journey through education for a child at Nafferton will include a series of planned, quality outdoor learning experiences. Learning outdoors is part of our wide range of practical approaches to developing skills. Opportunities for outdoor learning exist within and across all curriculum areas and help to develop personal and social skills, communication, problem solving, thinking skills and teamwork, as well as English, Mathematics and all other curriculum areas. Learning outdoors can be enjoyable, creative, challenging and adventurous and helps children learn by experience and grow as confident and responsible citizens who value and appreciate the natural environment.

Assessment

Staff conduct effective, appropriate and manageable marking, assessment and monitoring of children's progress in order that they can affect children's learning both within individual lessons and over time. Staff use oral and written feedback (at the age appropriate level) in order to identify gaps in learning and ways to move learning forward in order to make progress. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. Medal, Misson, Magpie, criteria checklist, Polishing Pete etc. Please refer to the Marking Policy.

An assessment schedule is created yearly, including dates for pupil progress meetings. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in years 1-6 in relation to individual targets set through FLIC Formal assessments take place for English and Mathematics at the end of every term and further assessments for particular aspects of the curriculum as necessary. Assessment materials are used to help make Teacher Assessments. Teachers liaising with the School's SENCo in the formulation and implementation of any intervention programmes including children's Passports and Education Health and Care Plans (EHCs) and ensuring they provide the support to enable children to access the curriculum. Pupil Progress Meetings are held with Head Teacher after each assessment period.

Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children at the end of the academic year.

Homework

Children are to read at home, practice spellings and KIRFs. In Year 6 the amount of homework will increase in preparation for secondary school. Half term projects can be given to the children to extend their learning on the theme they are studying. Free From Fridays occur each half term and the children are encouraged to do activities not linked to study but to enjoy family time.

Monitoring and Review

The Head teacher, Deputy Head Teacher and Subject Leaders will monitor the effectiveness of this policy throughout the academic year; a yearly monitoring schedule is created by the SMT with a clear focus and links to the SDP. Weekly timetables, with the lesson learning objective on, are handed to the Head teacher on a Monday morning. The Head teacher will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Health and Wellbeing

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood, at Nafferton we are mindful of the increasing pressures on children and families. We have adopted our half termly Free From Friday and reviewed the amount of homework we send out to ensure children have the time to relax with their families, being children. Support is given from our PSW and ELSA when needed.

Review

This policy will be reviewed in Autumn 2021 or sooner if deemed necessary. This policy was discussed and agreed by the Staff and Governors.

Signed Governor

Signed Headteacher Date