



Teaching and Learning Policy

Teaching and learning is the business of the whole school

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Section 1

Aims:

At Kingsfleet Primary School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, all children's needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Section 2

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing an effective working environment at all times, in which each child can achieve his or her maximum potential, using a variety of techniques to cater for different learning styles.
- 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 'Behaviour Policy.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Desirable Learning Outcomes.
- Providing all children with sufficient and appropriate challenge to seek out their full potentials
- Valuing and celebrating all pupils' success and achievements.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management all staff members professional time.
- Developing links with the wider community.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Providing a welcoming environment for all visitors.

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy, all children at Kingsfleet Primary School will be given full access to the National Curriculum and Staff will endeavour to help all children learn effectively, irrespective of race, gender, age or ability.

Section 3

Management of the School Day:

I. The School Day

Time	Activity	Duration (minutes)
8.55 to 9.05	Registration	10
9.05 to 10.30	Session1	85
10.30 to 10.50	Break time	20
10.50 to 12.00	Session 2	70
12.00 to 13.00	Lunch	60
13.00 to 13:05	Registration	5
13:05 to 14.15	Session 3	70
14.15 to 14.25	Break time	10
14.25 to 15.30	Session 4	55

Total Hours per School Day: 6 hours 40 minutes

Total Hours per Week: 33 hours 20 minutes

At Kingsfleet Primary School we follow the National Curriculum 2014.

Curriculum time can be planned as continuous study throughout the term, or as blocks of study, including themed days, weeks etc. Work will be planned using the Whole School Long Term Curriculum Plans. Teachers follow the agreed Schemes of Work with reference to whole school planning to ensure that programmes of study are effectively covered.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, this can be carried out by individuals or groups of pupils.

Classroom Management and Organisation:

I. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to the needs/challenges of all children:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Catering for Visual, Auditory and Kinaesthetic (VAK) learning styles

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.

Learning support assistants are deployed effectively to support all children whatever their individual need, whether it be in small group work, individually or as the teacher deems appropriate.

Inclusion

At Kingsfleet we pride ourselves on our commitment to being an inclusive school. Our intention is to help every child who comes to our school to enjoy positive learning experiences and achieve their full potential. We offer a calm, caring and nurturing environment with committed and compassionate staff, who are keen to help your child succeed, whilst forming a close working partnership parents. From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens. Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support. Children who require support in terms of their acquisition of English are not considered SEND pupils, but as they may require additional support, their needs are reflected in our local offer.

II. Behaviour Management

The school has a behaviour policy in place which is followed by all members of staff.

Each class will display the relevant positive behaviour discipline plan, including rewards and consequence charts alongside.

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 will be grouped according to curriculum subject and made known to the children and be available whenever needed (to encourage independence)
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be made available to the children
- Labels and posters should, wherever possible, reflect the language diversity in the school.
- In the Early Years Foundation Stage classroom, 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.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.

Record-keeping and assessment:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Alongside daily assessments staff will carry out;

Formative assessment: This is recorded on Pupil Asset DNA strips. These link to the National Curriculum objectives for each year group.

Summative Assessment: Data is entered on Pupil Asset termly. This is reviewed with regard to progress towards end of year expectations

Screening:

EYFS	All Reception pupils will be screened using an agreed Baseline Assessment Format within six weeks of starting school.
Year 1	Year One pupils will take the Phonics screening check in June each year, those pupils who do not reach the required level will be retested the following year.
Year 2	Year Two pupils will be assessed using Key Stage assessments issued by the Government, these including Reading, Spelling, Grammar and Punctuation, Arithmetic and Maths Reasoning. These tests will be used alongside Teacher assessments to give an overall level of attainment.
Year 3, 4 and 5	Year Three, Four and Five children will be assessed for Mathematics and English knowledge using end of unit assessments.
Year 6	Year Six children will be assessed for Mathematics and English knowledge using the Key Stage 2 Statutory Assessment Tests.

In conjunction with teacher assessments, all the results from these assessments will be analysed and used to inform future planning. They will also be placed on to the schools tracker system (Pupil Asset).

Monitoring and evaluation:

A monitoring schedule is published at the start of each academic year.

- Pupil's work will be monitored and moderated termly in each of the core curriculum areas by the Curriculum Co-ordinator and possibly the Head Teacher. A termly review of this monitoring is held with all members of the teaching staff, and individual targets are agreed for each child.
- Curriculum Co-ordinators will monitor children's books.
- The Head Teacher and Deputy will observe each class teacher in a specified curriculum area at least once per term.

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to individual needs, teachers will employ a variety of strategies:

- Provision of an integrated curriculum both inside and outside the Early Years Foundation Stage and Year 1 classrooms.
- The development of close links between Early Years Foundation Stage and the feeder playgroups/nurseries.
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression across the school
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work (where appropriate)
- Didactic teaching
- Interactive teaching
- VAK learning styles
- Listening
- Brainstorming
- Providing opportunities for reflection and self assessment by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal

Teachers will use a range of strategies in any one session and activities should show a balance in terms of individual and/or group and whole class work.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Co-ordinator. Consumables will be replenished as necessary by specific curriculum Co-ordinators. Staff should contact Curriculum Co-ordinators with suggestions for specialist materials that may need ordering.

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.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

Learning Processes:

Children enter school at different stages of development. Children 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
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Kingsfleet 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.

Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- VAK activities

(See appendix for example VAK activities catered for at Kingsfleet).

Section 5

Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to link with children and teachers and subject Co-ordinators.
- Reporting to the Head teacher.
- Reporting to relevant sub-committees.
- Reporting to the Full Governing Body

And as detailed in the Governors' Document;

- To receive reports from the Head teacher.
- To attend INSET
- To receive reports from on any relevant issues, in particular Health and Safety, and to follow up any points of action.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parent/Carer Consultation Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes, as set out in the SEN Code of Practice
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting, the school's homework policy.
- Contributing relevant information to base-line assessment.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home, which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

Community Role:

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events and clubs.
- Presenting themselves as positive role models to be emulated.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills (e.g. After School activities).
- Supporting school events
- Voluntarily helping in the classroom.
- Contributing to Community Week – held bi-annually.

The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Agreed:	January 2009
Reviewed	January 2015.
	March 2017