

SHALFLEET C.E. PRIMARY SCHOOL

LEARNING and TEACHING POLICY

As a Church of England school, rooted in the Christian message of God's love for all, we believe that our aim is to be a "safe haven" that challenges all our pupils through a wide range of learning experiences to enable them to realise their potential and share these values with the wider community.

Philosophy

We believe that all children have the right to a high quality and individually relevant education, which is the responsibility of all staff, within a stimulating and purposeful environment which enables them to become successful, enthusiastic learners, developing skills which will stay with them for life.

Principles

For pupils to become successful learners they should:

- Feel safe, valued and supported emotionally by the adults who teach and supervise them;
- Be supported sufficiently in order to make progress;
- Be provided with an education personal to their own needs;
- Be challenged intellectually and work at an appropriate pace for their ability;
- Be engaged and motivated by the theme and the content of the learning, including individual lessons;
- Recognise the 'bigger picture' in their learning and make links with other subjects;
- Know what their own targets for learning are;
- Understand how to achieve the learning objective and meet the success criteria for a piece of work ;
- Be able to ask for help when necessary, learn from all attempts, including mistakes, and from each other;
- Have ownership of their learning, assessing and celebrating their own progress and achievement;
- Be able to work in depth, both independently and collaboratively, on different aspects of their learning;
- Enjoy learning!

For teachers to enable successful learning they should:

- Inspire trust and confidence, supporting their pupils' emotional well-being through sensitive teaching which takes account of individual pupils' needs;
- Communicate personal enthusiasm, engaging and maintaining interest and focus in learning;
- Create a supportive and inspiring learning environment;
- Recognise the importance of building a successful learner aspiration within each child
- Communicate objectives and expectations clearly and simply to pupils enabling them to make measurable progress in each lesson or assignment;
- Involve their pupils in recognising and working towards excellent outcomes, being able to assess their own progress and demonstrate that they have achieved well relative to their prior attainment;
- Work as a member of a team, planning co-operatively where appropriate, sharing information, ideas and expertise, using support staff and other adults effectively;
- Form positive relationships with parents/carers and all outside agencies and welcome them as partners in the children's learning;
- Think analytically and review and change styles of teaching when appropriate;
- Maintain their own professional development, taking positive action to improve their skills and the quality of pupil learning.

To enable high quality learning to take place the school environment should:

November 09

- Be inviting and welcoming, a demonstration of the school's values and purpose, with classrooms, public areas and thoroughfares tidy and well signed;
- Be flexible in organisation to allow a variety of learning styles and methods to take place;
- Reflect, value and present children's work, ideas and learning in displays which demonstrate high standards of thought, preparation and care and inspire future learning to take place.

Procedures

Planning for teaching

Long and medium term planning

- Long term planning is prepared for both discrete subject areas and also for topics which focus mainly on two to three linked subject areas including Literacy reflecting the Literacy Framework;
- Where long-term planning is shared within a key stage it will be reviewed annually according to a 2 year rolling programme to ensure appropriate coverage of subjects;
- Medium term planning for topic areas includes:
 - the rationale for the learning and a 'hook' to capture learners' interests and imagination,
 - programmes of study for subject coverage,
 - development of Key Skills according to the National Curriculum,
 - cross references to the Every Child Matters agenda
 - reflects the values identified by the school
 - identifies the learning outcome and demonstrates how the key skills will be assessed
- Medium term planning also details planning of discrete subjects, some of which follow a prescribed course.
- The senior leadership team and, when appropriate, curriculum co-ordinators monitor all long and medium term planning with copies retained centrally;
- Assessment of pupil progress is built into learning journals and planned assessments for Core Subjects

Short term planning

- Short-term planning consists of weekly/daily plans with evaluations, showing basic expectations and differentiated work to meet the needs of individuals and groups, and provides progress and continuity, whilst maintaining challenge and high interest levels [see also below];
- Weekly / Daily planning also includes details of how to meet the needs of pupils with IEPs (Individual Education Plan) whilst they are part of the whole class learning and not working on specific IEP targets;
- Progress in IEPs (Wave 3) and Group EPs (Wave 2) is monitored by the class teacher on a daily or weekly basis and by the SENCO at the end of each half-term ;
- Literacy and Numeracy planning shows objectives, teaching input, differentiated work, and examples of questions used to focus ongoing assessment in the plenary, together with evaluation of progress against learning objectives;
- Short-term numeracy, literacy and topic planning is monitored termly alongside pupils work by the senior leadership team with copies retained by class teachers. Should any concerns arise then more frequent monitoring is undertaken;
- In most cases discrete lessons loosely follow a three-part structure which consists of a starter, which sets the lesson in context and establishes a good pace, the main teaching input and planned activities, which are then reviewed at the end when pupils leave the lesson clear about what they have learned and with an awareness of the next steps to come.

In preparing short term plans teachers need to consider:

November 09

- **What pupils Learn**, including whole class, specific groups and individuals' (pupils with SEN) objectives
- **What the teacher will do**, e.g. direct teaching, focused teaching to a group.
- **What pupils will do**, i.e. the learning activities which will enable them to achieve the learning objectives
- **How the teaching will be organised**. i.e. whole class teaching group /pairs /individual work/resources.
- **How long each part of the lesson will take.**
- **Specific language/vocabulary as appropriate**
- **How the classroom will be organised.**
- **What other adults in the class will do.** E.g. support staff, volunteer helpers (appropriate planning)
- **How learning will be evaluated by teacher and learner.**
- **Homework or additional work outside the lesson**

Teaching strategies and learning indicators

Teachers use a range of strategies to ensure effective teaching, encouraging positive attitudes to diversity and race equality. The list below includes the strategies, which are used to achieve successful teaching and the indicators, which show that learning is taking place.

- Lessons get off to a crisp start and pupils respond to the good pace which is set and maintained
- Clear learning objectives informed by assessment of pupils' knowledge and understanding, are specified and pupils know what they will learn and what they are expected to do.
- Teachers set high expectations for achievement and behaviour, which are met.
- Teachers vary their teaching according to their learning needs of their pupils including visual, auditory and kinaesthetic approaches; they use whole class teaching, group teaching and paired collaborative teaching methods at different times. As a result all pupils have planned access to the learning;
- Teachers give clear explanations and model and scaffold expected learning;
- In response to teachers' probing questions pupils are prompted to think and generate ideas. They share what they know and understand, and teachers identify misconceptions and errors.
- Pupils respond to teacher's requests to explain and demonstrate.
- Tasks and activities are well matched to learning objectives and pupils' interests. As a result pupils are interested and engaged in what they are doing.
- Time scales are clearly specified and pupils know how long they have for any activity.
- All pupils are both challenged and supported and take the opportunities they have to do their best.
- Support staff are well deployed with appropriate planning for the activities they undertake:
 - They are clear about their role
 - They know how and when to support and challenge
 - They know what questions to ask and how their work helps pupils to learn
 - They are expected to report back to the teacher at the end of the lesson either verbally or through recorded evaluations
- Support is not confined to pupils with SEN and those experiencing difficulties. It is provided, as appropriate, to ensure that all pupils have the best opportunities to do their best. At times, it is given to above average and more able pupils to help them to achieve the higher levels of which they are capable
- Available resources are accessible and used effectively by teachers and pupils.
- Teachers make use of assessment for learning opportunities, such as questioning, self assessment and peer assessment to find out what pupils have learned, and where there are misunderstandings. In

November 09

some cases misconceptions and errors are able to be dealt with immediately, at other times assessment information is used to plan subsequent teaching and where appropriate, 'catch-up' programmes.

- Lessons come to a well-rounded end, pupils know what they have learned if they are expected to do follow up work or preparation for the next lessons, clear instructions are given and understood.

Learning Led Teaching

This type of teaching focuses on engaging children in the responsibilities they hold as a learner and developing key skills. Planning and teaching will include the following indicators:

- An emphasis on the learning 'journey' being undertaken through topic
- Collaborative group work
- Individual research
- Investigative challenges with clear outcomes
- Understanding of links between subjects and relevance to real life
- Opportunities to be innovative, creative and to take risks
- Vehicle for development of literacy skills including speaking and listening, reading and writing
- Expectations of excellence in end of topic presentation and display
- Plotting development in key skills and values

Learning Environment

- The learning environment is organised and varied to be appropriate for the range of activities taking place;
- Resources which will be needed on a regular basis are accessible to all children in their classroom and are clearly labelled and of good quality;
- Specialist resources are stored in central locations (see individual Subject Policies);
- Pupils are expected to take responsibility for resources and for the classroom environment;
- Care is taken to ensure the classroom is adequately ventilated and that pupils have access to water to drink, particularly in hot weather.
- Venues for teaching and learning include both in the school building and within the grounds and are selected because they are the most appropriate for learning to take place.
- Displays are essential learning resources and are used in the following ways:
 - To celebrate pupils' efforts and achievements
 - To give information and explanation about learning
 - To exemplify high standards
 - To provoke thought or reflection
 - To invite a response
 - To challenge ideas, prejudice or stereotypes
 - To excite and stimulate
- Teachers are clear about the purpose of displays and exhibitions and plan them when they plan their teaching. When the purpose of a display or exhibition has been served it is replaced.

Marking and Feedback to Children

Work which has a tangible outcome is regularly marked using a **green** pen. Marking and comments on a pupils' work are in a form which can be understood by the pupil, and are made so that s/he is clear about:

- Work that is of a high standard and why it is good
- Work that could be better, and how it could be better
- What s/he should do to improve in future

November 09

Not all learning activities can be marked; nevertheless feedback is given whenever possible to pupils on other aspects of their development, such as play, speaking and listening, drama, P.E, games, music, problem solving, behaviour in class and around school, and interactions with others. See also attached appendix: MARKING!

Pupil Voice

- Annual age-appropriate questionnaires are given to pupils to be completed at home or school: these, together with feedback from the School Council, half termly 'Hear by Right' feedback and pupil interviews, enable pupil voice to be heard, acted on, where appropriate, and debriefed, where not.
- Pupils are encouraged to maintain a happy and purposeful atmosphere in school by:
 - Keeping the Golden Rules with high standards of pupil behaviour expected throughout the school;
 - Being aware of daily and weekly routines and given appropriate preparation for changes in the timetable;
 - Valuing and respecting the contributions of others and knowing their own contributions are valued;
 - Being taught that they are constantly faced with choices and that the choices they make have consequences as set out in our Behaviour Policy;
- Being rewarded with praise, stickers, stamps, dots, certificates and entries in the Golden Book.
- Understanding and empathising with the school's central mission as a Church school.

Home-School Links

- A Home-School contract, appropriate to each age range, is agreed between parents/carers, the pupil and the school during the first term of each new year, or on transfer to the school where this is mid-year;
- A parental satisfaction questionnaire is sent to parents annually to provide feedback and to allow formal input from parents/carers.
- Topic summaries including how the parents can help in learning, are prepared by class teachers and sent home to parents/carers each half-term or prior to a new topic;
- Parent consultation take place each term. Pupils and parents are invited to this meeting to discuss progress in learning and agree targets for Literacy and numeracy. Parents/carers are also made aware of their child's attendance record to date that year;
- In Reception class Development and Learning meetings (based on stepping stones in the Early Years Foundation) are held enabling parents to have 1:1 meetings with the teacher to discuss their child's progress
- Where a child is on the Special Needs Register, meetings take place, at least twice annually, to discuss progress and agree new targets with the class teacher, parents/carers and pupils.

Target Setting

All schools are required to set targets for the end of a Key stage. These figures must be submitted to the Local Authority. As we currently have Yr 4 as our final year in Primary school we submit Yr 4 targets as good practice. The Governors are required to agree targets set for years 2 and 4. This is completed in November of the year. Current Targets accompany this document.

- **Curricular Targets** Curricular targets are set following assessment periods which have highlighted any weaknesses or areas of concern for the class. Work towards curricular targets occurs on a daily basis to address this area of potential weakness.
- **Individual /Group Pupil Targets** Teacher and pupils set short term targets which are set within a realistic time span. These can include all aspects of child development. It is anticipated that pupils will reach an average level of 2B at the end of KS1 and 3B at the end of Year 4 (End of KS2 is Year 6). This will be achieved at an individual progress rate throughout the key stage. Each level is divided into three sub Levels (a, b, c). It is anticipated that each average pupil will progress at least 5 sub levels altogether in Y1 and Y2, and at least 3 sub levels altogether in Years 3 and 4. A child who struggles to maintain progress towards these targets will be identified and supported through intervention strategies to boost progress or may be

November 09

identified as having SEN and therefore have an IEP. Conversely, a child who is identified as being gifted and talented in core subjects will be challenged through extension activities. *The apparent difference in expectations at KS1 and KS2 is to do with the fewer criteria to achieve level 1 in KS1 and the expectation that the average child in Year One will have reached at least level 1a by the end of their first year (i.e. 3 sub-levels from the beginning of the National Curriculum)*

- **SEN pupil targets**

The class teacher and SENCO set targets in an IEP (Individual Education Plan) which relate to the individual child's development and progress. They are reviewed with new targets set 2-3 times annually. All adults in contact with the individual child should be aware of the targets set in the IEP and have copies.

Tracking pupils' progress

- End of year numerical targets are set for Literacy and Numeracy subjects for all pupils in key stage 1 and 2.
- A, b, and c divisions within each level are used for reading, writing and mathematics and the pupils' progress is tracked against their targets.
- When pupils fail to progress towards the levels expected, teachers take action to ensure the appropriate support is given to them (through Group Education Plans known as Wave 2 provision). For some pupils the support can be provided in the course of normal differentiation, for others additional 'catch-up' activities (ELS, ALS, and Springboard 3/4) are needed.
- For a minority of pupils, who have special educational needs, individual education plans are made and implemented (known as Wave 3 provision).

Assessment, recording and reporting

Formative Assessment

When teachers plan their teaching they plan to find out what pupils know and can do, where they may have difficulties or misunderstandings, and if there are any impediments to learning. The following strategies are used to collect assessment data:

- Asking probing questions, and listening carefully to their answers
- Observing pupils at work
- Deploying support staff to observe pupils during whole class teaching, and during group work
- Scrutinising pupils' work
- Talking to pupils about their work
- Specific assessment tasks and tests

As a result of assessment, teachers make judgements about what to do next to ensure that pupils make progress. These decisions form the basis for subsequent, short-term, learning objectives.

Summative assessment

Summative assessment is often a "snap shot in time" and can be in the form of a test. At 3 points during the year teachers reflect on the formative assessments they have made and carry out some tests to provide additional information of the levels a child is working at. The purpose of summative assessment is to:

- Help teachers to fill the gaps in the information they have about pupils' knowledge, understanding and skills.
- Provide information that enables teachers to adjust their teaching programmes and set individual and group targets for pupils
- Inform the judgements which teachers make about pupils' levels of attainment in relation to National Curriculum levels and attainment targets, and their knowledge of pupils' progress and achievement.

Recording assessment information

November 09

Attainment information and targets for all pupils are recorded and kept as evidence for reporting purposes, also enabling the school to keep track of pupils' progress and to plan the next steps in learning. For Pupils identified as having Special Educational Needs [Wave 3 provision] or showing a slowing in progress at working below the National average for their age have their progress monitored more frequently. Assessment is recorded in a variety of ways:

- Information is recorded informally by teachers in their planning documentation and /or evaluation notes.
- Exercise books, workbooks and folios containing marked and annotated work is considered to be evidence of attainment and progress. Work presented on wall displays, in photographs, on video and in assemblies is also evidence of pupil's attainment and achievements.
- In mathematics, detailed records of attainment, in relation to key objectives are kept for each pupil. This is in the form of "Assessing Pupil Progress" National Strategy. Formal assessments are also given to in Years 1, 2, 3 and 4, as appropriate, to enable further tracking of progress.
- In literacy, a criterion scale is used to assess writing once a term and progress is tracked in relation to qualitative and quantitative targets. Reading and spelling ages are assessed twice annually.
- In science, assessments are made against National Curriculum learning objectives for pupils in Year 1-4 through evidence seen in Topic work and investigations.
- Other subjects, which are taught discretely, may be assessed according to acquisition of skills outlined in their programmes of study.
- Each topic allows the opportunity for teachers to begin to track progress towards the acquisition of key skills, as outlined in the Learning Led Curriculum policy, and the demonstration of key values as identified by the school.
- Teachers use the information they have collected about pupil's progress and attainment during day to day teaching and learning, however, they also use specially prepared tasks and activities to supplement the data from their ongoing assessments.
- At the end of each topic progress in the Foundation subjects is made against National Curriculum level descriptors.

Reporting to parents

- A 'welcome' letter setting out general class routines and expectations is sent to parent/carers from each class teacher at the beginning of the new school year.
- At the beginning of the Autumn Term all parents/carers are invited to meet their child(ren)'s teacher(s). At these meetings the teacher explains more specific class organisation, planning, timetables, topics and expectations for behaviour and achievement. S/He also answers parents/carers' general questions and is able to be made aware of any specific transition concerns.
- Half way through the Autumn Term the parents /carers are invited to a consultation meeting where they discuss the child's progress, both in general and against previous targets. New targets are set, attendance reviewed and time is allowed to discuss any concerns. In the Spring Term this is repeated.
- In the Summer Term, parents/carers are sent an annual report and given the opportunity to come in and discuss this with their class teacher.
 - The Annual reports give details of pupil's achievements in every subject, their attitudes, behaviour and social development, their attendance and their future targets in three core subjects.
 - Subject levels in the core subjects are given for pupils in Year 2 with results of 'Optional Sats' tests available on request for pupils in Years 3 and 4.
 - The report also includes the pupil's own report.

November 09

- A comment from the Head Teacher is included in each report, and parents/carers are invited, and encouraged to make their own comment on the report and return this to school as valuable feedback.

Recording and reporting assessment information for Foundation Key Stage pupils.

- When a child enters the Reception class, teachers use information from parents/carers and from pre-school settings to plan the first range of activities and form a baseline assessment.
- Each member of the staff team keeps documentation which supports assessment from observations, i.e. photographs, examples of independent writing, drawings, paintings, audiotapes and video recordings.
- Throughout the child's Reception year, ongoing formative assessment is carried out to inform the Foundation Stage Profile. This is completed periodically across the year and finalised at the end of the FS [June] It shows each child's attainment in relation to the Early Learning Goals, and highlights the child's strengths and development needs.
- Formative assessment records [observations/photographs, annotated work samples] are sent out to parents/carers early in July along with a short written report. Full details of how the school establishes and maintains purposeful relationships with parents/carers of pupils in the reception class is set out in the welcome booklet for new entrants.

Homework

- Homework, or *Home learning* is set for a variety of purposes as follows:
 - To consolidate teaching and learning which takes place in school
 - To provide opportunities for independent work and research
 - To provide opportunities for pupils to use and apply their knowledge, skills and understanding in everyday life contexts
 - To support specific areas for learning and for practice e.g. reading, spelling and multiplication tables
 - To share pupils' learning experiences with parents and involve them in their children's development
 - To prepare for work to be done in class
- Homework takes a variety of forms and does not always require a written outcome. Research may involve visiting the library, reading newspapers or books, watching television programmes, or collecting information from another source e.g. Internet.
- Parents/carers are told about the type of homework their children are likely to be set at the beginning of the school year and during their meetings with teachers. The school makes it clear to parents/carers that their involvement in their children's learning is welcomed and encouraged and specific information is given to parents/carers about how they can help. However, teachers do also sometimes set homework which depends on adult input.

Approved by the Governing Body

Signed

Chair of Governors

Date of Review

TARGETS for KEY STAGE 1 for 2010
AGREED BY GOVERNORS
 Completed Proforma to be sent to Thompson House by 1st December 2009

| | |
|---------------------------------------|---|
| School Shalfleet Cof E Primary | Number of pupils in Cohort 19 (Current Year 2) includes 1 SEN with statement. |
|---------------------------------------|---|

| Subject | Level Insert number of pupils | School's Target Insert proportion of cohort as a percentage |
|---|----------------------------------|--|
| Reading | Level 2+ 18 | 95% |
| | Level 2B+ 16 | 84% |
| | Level 3 5 | 26% |
| Writing | Level 2+ 18 | 95% |
| | Level 2B+ 16 | 84% |
| | Level 3 6 | 32% |
| Mathematics | Level 2+ 18 | 95% |
| | Level 2B+ 17 | 89% |
| | Level 3 5 | 26% |
| School Attendance target for the academic year 2010/11 | | % |

Signed:

Chair of Governors:

Date:

November 09

**TARGETS for YEAR 4 for 2010
AGREED BY GOVERNORS**

Completed Proforma to be sent to Thompson House by 1st December 2009

| | |
|--|--|
| School Shalfleet C of E Primary | Number of pupils in Cohort 21 (Current Year 4) |
|--|--|

| Subject | Level Insert number of pupils | School's Target Insert proportion of cohort as a percentage |
|---|----------------------------------|--|
| Reading | Level 3+ 21 | 100% |
| | Level 3B+ 20 | 95% |
| | Level 4 16 | 76% |
| Writing | Level 3+ 21 | 100% |
| | Level 3B+ 19 | 90% |
| | Level 4 14 | 67% |
| Mathematics | Level 3+ 21 | 100% |
| | Level 3B+ 21 | 100% |
| | Level 4 13 | 62% |
| Reading, Writing & Mathematics | Level 3 21 | 100% |

Signed:

Chair of Governors:

Date: