

Gorse Hill Primary School



Teaching and Learning Policy

Date of Policy	September 2021
Ratified by <i>Governors</i>	
Signature of Chair of <i>Governors</i>	
Reviewed	
Date of next review	September 2022

Gorse Hill Primary School

Teaching and Learning Policy

At Gorse Hill Primary School, we are committed to making the best possible provision for our children, in order that they may achieve their full potential in all activities engaged in by our school community.

Teaching and learning are the core purpose of the school. Children should be motivated and inspired by a challenging curriculum. Assessment is an integral part of the learning; pupils are expected to play a key part in this process by analysing their own performance and having a clear understanding of their next steps.

We have a clear and strong focus where we challenge pupils to become independent and resilient learners; fully aware of their metacognitive skills and how to develop them further. We have developed an agreed, 'Language of Learning' across the whole school in order to best equip the pupils with the language to talk about their progress, strengths, skills, areas of improvement, etc.

1. Intent

Through high quality teaching, learning, curriculum and assessment, we:

- Provide a broad, exciting and engaging curriculum that not only meets the requirements of the National Curriculum but also reflects our Gorse Hill School drivers (appendix 1)
- Provide opportunities for children to secure high standards and make good progress in all areas, applying their learning to a range of cross-curricular links.
- For pupils to make connections between subjects taught in previous years and to understand how threshold concepts and key skills within a subject of learning are multi-layered and linked within new areas of learning.
- Provide lessons that take into account the various styles and learning processes.
- Support pupils' spiritual, moral, social and cultural development.
- Motivate pupils to learn and progress through personalised learning experiences and high levels of challenge within a secure environment where pupils are comfortable and confident to take risks.
- Enable children to enjoy their learning experiences and take pleasures from their learning.

- Provide children with the 'Language of Learning' and opportunity to discuss and reflect on their learning, developing a culture of positive behavior throughout the school.
- Ensure that children become more independent and lifelong learners by developing skills beyond the curriculum.
- Nurture high self-esteem.
- Have high expectations of all pupils and pupils to have high expectations of themselves.
- Encourage children to take responsibility for their own learning, developing independence, resilience and reflection.
- Ensure equal access to learning opportunities with high expectations for every pupil and appropriate levels of challenge and support.

2. Implementation

Our school curriculum is based on the The National Curriculum 2014 and Early Years Learning Goals 2021. Our school curriculum is planned and delivered not only to meet the requirements of the National Curriculum but to also recognise our 'Gorse Hill Curriculum Drivers' that are specific to the needs of the pupils in our school. Challenge is at the heart of our school curriculum. It is planned and delivered in subject specific topics, focusing on key skills necessary to access a greater depth and understanding of each curriculum area. Much of the learning is child-led and is enquiry-based. Long term plans are completed collaboratively between the year group teachers and subject lead; focusing on skills progression in each curriculum area; this ensures continuity and cohesion.

Teachers employ a wide range of teaching strategies and stimuli in order to fully engage pupils. We understand that children learn in different ways and at different rates and endeavour to provide opportunities for all pupils to learning in their preferred style. Teachers have high expectations of all pupils' attitude and effort towards their learning. Teaching assistants work flexibly with different individuals/ groups of children depending on the where the greatest need is and the given task.

Teaching tools may include the following:

- Whole class teaching
- Small group/Individual interventions
- Carefully targeted questions to move to the 'next step' in learning.
- Challenge by choice
- Small research groups

- Short, focused activities
- 'Morning challenge' to ensure children settle quickly into a learning routine.
- Whole school approaches to schemes of work, e.g. Readwriteinc, Vipers etc.
- WOW moments/ hooks- visits, visitors, drama etc.
- Use of technology to support learning where appropriate
- Opportunities to reflect and extend learning e.g. purple polish, next steps.
- Continuous provision in EYFS
- Learning partners/ Kagan groups
- Self and peer assessment
- Creating own challenge

3. Impact

The Head Teacher, SLT and subject leaders carry out monitoring in a range of ways including the following:

- Lesson observations
- Learning walks.
- Reflective practice
- Moderation within and across schools.
- School to school review (SPP)
- Book scrutiny
- Pupil progress meetings
- Pupil interviews
- Curriculum days/events
- Cluster groups.

4. Assessment

Assessment at Gorse Hill Primary, has two core purposes. First and foremost, it provides day to day feedback for teachers and pupils to develop teaching and learning. Secondly, it provides a tracking system for the SLT and subject leaders to ensure that all pupils are making progress and if they are not, to target support effectively. The assessment tracking system will form the basis of termly pupil progress meetings where further opportunities for all pupils to be discussed and made provision for. In order to ensure accuracy and consistency of judgements, in-house moderations staff meetings are held as well as year group moderations hosted by the TTSA and LA meetings in the summer term.

The aims of assessment are:

- To provide day to day feedback for teachers and pupils to make the best progress and ensure that learning is embedded.
- To track progress of individuals and cohorts so that interventions are most effective.
- To ensure that all pupils are on track and making progress at their own rate.
- To allow subject leaders to develop learning in their subject area and ensure progression of skills and understanding.

Procedures:

- Day to day feedback is provided; for further details, please refer to the Marking and Feedback Policy.
- Formative assessment is an ongoing and integral part of teaching and learning
- In the EYFS, the class teacher and teaching assistants make ongoing daily assessments of all pupils based on the Early Years Learning Goals and record on Target Tracker. A baseline of attainment against all the EYLG is completed in the first half of the Autumn term as well as a WELLCOMM assessment.
- KS1 and KS2 assess in reading, mathematics and spelling, punctuation and grammar using termly PIRA, PUMA and GAPS tests.
- Writing is assessed using Target Tracker Year group statements.
- To be working at the expected standard by the end of the year, pupils should have achieved the majority of the year group expectation.
- To be working at Greater Depth, a pupils' must demonstrate they have also achieved additional statements for that specific subject.
- Pupils in Year 2 and Year 6 will complete SATS in reading, writing, SPAG and mathematics.
- Year 4 multiplication check.
- Assessments in all areas of the curriculum are recorded and monitored using Target Tracker.

5. Inclusion, Support and Intervention

At Gorse Hill Primary, we place a high priority on the needs of the whole child, not just academic success. Pupil progress meetings focus on each individual child and understanding barriers to learning, enabling children to progress. This includes identifying children at all levels of attainment who may be underachieving (not making their expected progress). Early interventions are put in place after the identification of needs so that children can make accelerated progress and close any attainment gaps.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND and pupils with English as an additional language (EAL). Intervention groups are put in place as appropriate. These may include:

- Pre-teaching of core vocabulary at subject or topic level.
- Precision teach for specific tasks e.g. spelling, times tables.
- Power of 2 and 1+1 maths sessions
- Rapid Maths intervention
- Social/ emotional intervention
- Lego therapy
- Colourful Semantics
- SHINE
- Wellbeing
- Gross Motor interventions
- Handwriting interventions
- Daily reading groups
- Fresh start reading intervention
- Additional support groups for reading comprehension
- Booster groups
- Play therapy
- ELSA
- Fine motor skills group
- Sensory Circuits

Able Children

At the core of our curriculum and school ethos, all children are expected to work hard and achieve their personal best. Therefore, provision will be appropriate and incorporate opportunities for all children to extend their skills and for able children to work at greater depth in their areas of strength. Curriculum leaders work with class teachers to plan opportunities within topics for children to extend and demonstrate their learning. Children who are particularly able in a given subject are identified through Pupil Progress Meetings. Subject leaders then assist in signposting children to activities, clubs and opportunities that will allow pupils to develop their skills further.

6. Roles and Responsibilities

6.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing body will also ensure:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Appropriate provision is made for pupils with different abilities and needs, including children with SEND
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It achieves its role in the process to disapply pupils from all or part of the National Curriculum, where appropriate and in any subsequent appeals
- Link governors will meet subject leaders and report outcomes of monitoring visit to the governing body.

6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer have aims and objectives which reflect the school curriculum drivers and indicate how the needs of the individual pupil will be met.
- Monitoring of teaching and learning, curriculum and assessment through a range of methods is productive and rigorous.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in the decision-making processes that relate to the breadth and the balance of the curriculum.
- The governing body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with SEND

6.3 Curriculum Subject Leaders

Curriculum subject leaders have the responsibility to:

- Lead with passion and enthusiasm, being pro-active of raising the profile of their subject
- Take ownership of their subject: writing actions plans, supporting CPD where necessary and contributing to the school development plan
- Drive improvement of standards through curriculum and assessment development and monitoring
- Ensure curriculum coverage with clear skills progression
- Have secure subject knowledge
- Ensure high expectations of all staff and pupils
- Continue to develop their own subject knowledge by attending appropriate training
- Provide CPD for staff and to disseminate information, courses and ideas
- Ensure good levels of resourcing through auditing budgeting and ordering

6.4 Other Staff

All other staff will ensure that the school curriculum is implemented in accordance with this policy.

Appendix 1- Gorse Hill School Drivers

What do our children bring with them when they first start Gorse Hill Primary School?

Positive Attributes	Barriers to Learning	So what do we need to do?
<ul style="list-style-type: none">• Life experience• Social understanding (Street smart)• Confident & outgoing (Generally)• Computer literate• Keen/Eager to Learn/Participate• Motivated/Enthusiastic• Robust• Helpful• Bilingual• Knowledge of cultures• Positive attitudes• Open, friendly & polite• Accepting of all/Welcoming• Curious• Adaptable	<ul style="list-style-type: none">• Lacking fine motor skills• Emotional resilience• Home life/ Routine /Parental Support• Limited vocabulary, reading, writing & spelling skills• Lacking listening skills• Quality of life experiences• Parental engagement /attitudes• EAL• Attendance/Late• Low Self Esteem/Confidence• Behaviour• Limited life experiences• Social skills	<ul style="list-style-type: none">• Engage parents• Promote different learning styles• Create a language rich environment• Regularly deliver fun and exciting lessons• Provide experiences through school• Expose children to quality texts• Model vocabulary /language• Consistent routines• Play therapy• Curriculum accessible to all• Talk for Writing/Read, Write <u>Inc</u>• Educational visits