



PADFIELD COMMUNITY PRIMARY SCHOOL
TEACHING AND LEARNING (KS1 and KS2) POLICY



Introduction

At Padfield Community Primary School we believe that learning should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding to enable them to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

The aims of our school curriculum are to enable children to:

- Be successful individuals who enjoy learning, make good progress and achieve our best.
- Be confident individuals who are able to live safe, healthy and fulfilling lives.
- Be responsible individuals who make a positive contribution to society.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the different forms of learning when planning teaching and learning styles.

We offer opportunities for children to learn in different ways which include:

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| investigation and problem solving | whole class work | Responding to recorded material |
| pair work | group work | independent work |
| questioning | use of the computer | designing and making things |
| debates, role plays and oral presentations | fieldwork and visits | participation in physical activity |
| research and finding out | creative activities | reflecting on learning |

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary during lessons to review the key learning objectives and to assess the level of understanding.

Effective teaching

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum.

We believe children learn effectively when the teacher provides:

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| thorough preparation | an atmosphere where children are not afraid to make mistakes | regular opportunities to review and reflect on the learning |
| shared learning objectives which are understood by | clear expectations of what pupils are expected to | lessons where children's previous learning and |

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| the pupils | achieve in the lesson and what it will look like | interests are built upon |
| innovative teaching; | lessons where children's understanding is developed through active, practical and first hand experiences | thinking time before answering questions; |
| open-ended, thought provoking, challenging questions of the children | support for the learning of pupils with differing abilities | developmental feedback and constructive criticism of pupil's work |

Our prime focus is to develop further children's knowledge and skills from their various starting points. We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Padfield School should be of the highest possible standard.

All staff work to establish positive relationships with the children. We treat them fairly and give them equal opportunity to take part in class activities. We support staff to reflect on their strengths and areas for development and to plan their professional development needs so that they can continually improve their practice.

Learning Resources and Displays

The purpose of learning resources and displays are to support pupil's learning and celebrate achievement.

This may be achieved in a variety of ways. For example:

Engaging pupils in learning

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| Questions / Challenging | Linking learning to real life |
| Relevant to current topics & themes | Where is this learning heading? |

Enabling learning to take place

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| Word lists | White boards |
| Grammar and punctuation prompts | Timelines |
| Number lines & squares/ Tables squares | Clocks |

Keeping what is learnt in mind

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| Key ideas | Learning objectives / success criteria |
| Word lists | Mind maps, links |

Celebrating success

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| Displaying good work | Achievement awards |
| House points | Pupil's photos |
| Class Gold Coins | Praise/stickers |

Raising expectations

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| Personal targets | School Values |
| Learning objectives / success criteria | Class/group targets |

Clarifying routines

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| Timetables | Visual activity cues |
| Access to resources labelled | Signs |

Encouraging independence

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| Access to resources | Word banks, dictionaries, thesaurus |
| Strategies for self-help | Class responsibilities, rotas, monitors |

Inclusive classrooms

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| Diverse content | Access for all |
| Range of positive role models | All pupils' work displayed |

Target setting

Targets are set each full term in reading, writing and maths for children in Years 1 to 6 which are based on teacher assessments of the next steps in learning. Children also have a personal target linked to PSHE. A copy of the targets is sent home for parents and a copy kept in school for the children to refer/be referred to. These targets are reviewed each term in KS1 and each half term in KS2.

Planning

Long term planning

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| The National Curriculum | Derbyshire RE scheme of work |
| The School Curriculum | Early Years Foundation Stage Curriculum |

Most long term planning follows a 2-year rolling programme to allow for mixed year groups.

Medium term planning

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| Learning Objectives for block or half term | Content to be covered for block or half term |
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Short term planning

This will show:

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| learning objectives | success criteria for each lesson |
| Differentiated tasks for year groups as well as groups and individuals | Individual learning objectives and tasks for children with SEND |
| Adult support | Extension activities/learning challenges |

Assessment for Learning

Assessment exists to help the teacher to plan for the next stage in learning for each child. It assists the children by enabling them to assess the progress they have made in each lesson. It also helps to identify future planning and teaching strategies, including where interventions may be needed.

Assessment for Learning:

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| Is part of effective planning | Promotes self-esteem |
| Focuses on how students learn | Promotes commitment to learning objectives and success criteria |
| Is central to classroom practice | Helps learners know how to improve |
| Is a key professional skill | Encourages self-assessment |

We use these strategies to link assessment to better teaching and learning:

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| Provide opportunities for self assessment | Provide opportunities for peer assessment |
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| Evaluation of children meeting the Learning objectives and success criteria informs future plans | Children identify own targets for improvement which are checked by the teacher (KS2) |
| Children respond to marking and feedback and are given to time to make improvements to their work (pink pen) | A wide range of writing across the curriculum as well as at least 3 pieces of independent writing per term in writing folders in KS2 |

Role of Governors

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| Support the use of appropriate teaching strategies by allocating resources effectively | Monitor how effective teaching and learning strategies are in terms of raising pupil attainment |
| Ensure that the school buildings and premises are effective in supporting successful teaching and learning | Ensure that staff development and performance management policies promote good quality teaching |
| Monitor teaching strategies in the light of health and safety regulations | Monitor the effectiveness of teaching and learning policies through the school self-review processes. |

Role of Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held each term to discuss progress and strategies for further improvement. This will incorporate discussion of progress against termly targets (KS1 and KS2) and discussion about homework expectations.

The school informs parents at the start of the each term about the programmes and topics each child will be following. Information about homework expectations is also sent at this time so that parents know what will be given to children each week. This information is sent home on a paper copy and is also available on the school website and Seesaw/Teams.

Seesaw and Teams are used for all parent communication with the teacher including their reading logs, homework tasks and reminders.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers.

Date policy agreed: Spring 2022

Review Date: Spring 2025

Signed: _____

Signed: _____

Chair of Governors

Headteacher

