Teaching and Learning Policy

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Headteacher: ....

Introduction

At Three Bridges Primary school, we are committed to high quality teaching and learning (Quality-First teaching) to raise standards of achievement for all children. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. We acknowledge that each teacher will offer the children something unique and these individual strengths are clearly desirable.
It also reflects the aims and objectives of the school and supports its vision.

Purpose of this policy

Learning is the purpose of the whole school and is a shared commitment. At Three Bridges Primary school, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all parties should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment;
- recognise the needs and aspirations of all individuals and provide opportunities for them;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Our Approach – Key Aspects of High-Quality Teaching:

Key Aspect – Teaching Standards	The Three Bridges Way…
<u>Expectations:</u> • We establish a safe and stimulating environment for pupils, which is rooted in mutual respect; • We set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; • We demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	EYFS – • Children and teachers discuss the learning and the expectations to achieve the learning; • Children are provided with high quality verbal feedback during COOL time; • Children will be provided with dedicated reading throughout the day (story time); • All children will be taught the EYFS curriculum with planned scaffolding and challenge within each lesson. KS1 and KS2 – • Children and teachers discuss the Learning Objective (WALT) and expectations for each lesson; • Challenge for the early graspers in every lesson: Challenge in writing based on grammar learning; Reading – children will have the opportunity to write/ answer a question or set of questions independently. • Children being held increasingly accountable for their work – both in quality and quantity – as they progress through the school; • Children know what they are good at and what they need to do to improve (next steps) – this can be verbal instruction/ individual targets or whole class targets; • All children will be taught the following subjects throughout their primary career: art & design; computing; design technology; English; geography; history; maths; music; MFL; physical education; PSHE and science; • Each day will have a dedicated story time.

<u>Promoting good progress & outcomes:</u> • Teachers are accountable for pupils' attainment, progress and outcomes; • Teachers plan teaching to build on pupils' capabilities and prior knowledge • Teachers guide pupils to reflect on the progress they have made and their emerging needs; • Teachers demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; • Teachers encourage pupils to take a responsible and conscientious attitude to their own work and study.	EYFS – • Observations to inform assessments are made on Tapestry; • Assessment is used to inform flexible and fluid groups; • Metacognition is explicitly verbalised; • Teachers are aware of progress and attainment and take an active part in pupil progress meetings, reflecting on impact of interventions, planning next steps and sharing with TAs to target support where needed; • Teachers *encourage* children to answer questions using full sentences e.g. what is 5 x 10? *A: 5 x 10 is 50.* KS1 and KS2 – • Assessment (daily, topic based and termly) is used effectively to impact on learning: Daily – highlighting LO (WALT) and regrouping children accordingly in maths, writing and guided reading. Cumulative assessments – at the beginning of every lesson; Termly – assessments to create a gap analysis; • Assessment is used to inform flexible and fluid groups; • Children take an increasing responsibility for their learning – self marking, peer marking, editing and improving, peer discussions and discussions with an adult; • Metacognition is explicitly verbalised and displayed in class: Teachers should use the 'I do, We do, You do' approach when modelling to the class/group. Where possible, teachers should explicitly teach pupils to plan, monitor and evaluate using the 'Plan, Do and Review' approach. Teachers encourage a cross-curricular approach to developing metacognitive self-questioning using the following: 1) What do I think? 2) Why do I think this? 3) How do I know this?

	4) Can I say more about this? 5) What questions do I still have? • In Guided Reading, teachers use the VIPERS? approach with question stems used to develop pupils' own questioning of the text. • Teachers are aware of progress and attainment and take an active part in pupil progress meetings, reflecting on impact of interventions, planning next steps and sharing with TAs to target support where needed; • Teachers encourage children to answer questions using full sentences e.g. what is 5 x 10? *A: 5 x 10 is 50.*
<u>Subject & curriculum knowledge:</u> • Teachers have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings; • Teachers demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; • Teachers demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject; • If teaching early reading, teachers demonstrate a clear understanding of systematic synthetic phonics; • If teaching early mathematics, teachers demonstrate a clear understanding of appropriate teaching strategies.	EYFS, KS1 and KS2 – • Teachers model appropriate vocabulary across the curriculum; • Children are encouraged to answer questions in full sentences. In maths, this is supported with the use of stem sentences; • Teachers plan carefully to build on children's prior knowledge – formative assessment based on previous learning, mini-assessments throughout the lesson; • Teachers model the expectations for the children – all classrooms must have a flip chart for teachers to use during the modelling process; • Phonics to be taught in accordance with the Read, Write, Inc. scheme of work. KS1 and KS2 – • Vocabulary displays (Widgit) to be used to support learning; • Vocabulary grids or Working Walls to be used at the beginning of every unit of work across all subjects.
<u>Planning:</u>	EYFS, KS1 and KS2 –

• Teachers impart knowledge and develop understanding through effective use of lesson time; • Teachers promote a love of learning and children's intellectual curiosity; • Teachers reflect systematically on the effectiveness of lessons and approaches to teaching; • Teachers contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	• Teachers must plan to ensure full coverage of the National Curriculum – it is not advisable to block plan foundation subjects; • Weekly timetables for lesson planning should be saved on the school x drive by Thursday at 4pm; • Teachers adapt planning to suit the needs of their class prior to the lesson **and** during the lesson particularly lessons that they haven't planned/ been planned by a Year group colleague; • Maths planning is taken from White Rose and supported by Grammarsaurus (small steps, overview and misconceptions page from White Rose); • 'Flash Back 4' approach (cumulative quiz) is used at the beginning of every maths lesson (as a starter) to recap on prior learning: previous day, previous week, previous topic, previous term; • In EYFS and KS1, Mastering Number is taught daily; • In KS2, 15 minute fluency lessons are timetabled within the school day; Year 4 and Year 5 do Mastering Number @KS2; • English lessons are planned using story dough club and drawing club in EYFS. Year 1 start with Drawinmg Club and move onto WRITER when appropritae. RWI and Letter Join is used for handwriting sessions; • Phonics lessons are planned using the Read, Write, Inc. scheme; • PE is planned from Real PE; • Teachers to plan additional opportunities (with the support of the SEND team) to support the learning for the less experienced children; • Teachers must use the 'no rush' approach: only move onto the next topic when all the children are ready. KS1 and KS2 – • All lessons to have clear, quality Learning Objectives (WALT);

	• Weekly timetables should be completed with the following information – LO (WALT), Challenge task and adult support, scaffold and challenge; • All lessons to state on weekly planning which element of the 5-a-day approach is being used to support learning; • Spelling lessons are planned using Grammarsaurus; • Grammar lessons are taught in accordance with the school's TAF and PVPG. Grammar lessons must be linked to a text where appropriate; • Handwriting lessons are planned using the RWI and Letter Join scheme of work – children can be grouped according to need; • Place Value of Punctuation and Grammar lessons are used at the beginning of each academic year from Year 2 to Year 6. Year 1 complete PVPG after children are secure up to yellow group in phonics. • Science is planned from the Grammarsaurus schemes; • Numbots (KS1) and Times Tables Rock Stars (KS2) is used regularly to promote the learning of times tables facts; • KAPOW is used to support the planning of: art & design, computing, design & technology, music, RSE & PSHE, and wellbeing. • Grammarsaurus is used to support the planning of MFL in KS2.
<u>Use of assessment to impact learning (AFL):</u> • Teachers know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; • Effective use is made of formative and summative assessment to secure pupils' progress; • Data is used effectively to monitor progress, set targets, and plan subsequent lessons;	EYFS – • Regular moderation within the Year group (at least every half term); regular moderation with the phase (at least every term) and regular whole school moderation (see moderation timetable); • All learning is shared verbally with the children KS1 and KS2 –

• Pupils are given regular feedback, both orally and through accurate marking, and given opportunities to respond to the feedback.	• Regular moderation within the Year group (at least every half term); regular moderation with the phase (at least every term) and regular whole school moderation (see moderation timetable); • Learning Objectives (WALT) are shared with children; • Children evaluate their own learning; • Children evaluate their work using the assessment mountain at the end of each piece of work; • Teachers model the I do/ we do/ you do approach; • Teacher uses mini plenaries and Air Server to share work mid lesson and children evaluate their learning; • Teachers use prior learning/ mini-assessments, and end of unit assessments to create fluid and flexible working groups – this will also inform KS2 fluency groups and next steps for learning; • Examples of work are shared including: teacher generated examples (shared writing/ previously created examples/ working examples within the lesson); exemplification material and previous work (from prior children) to set high expectations; • In core subjects, marking highlights positives (related to the LO) and specific areas for improvement. Next steps are usually the next lesson, however, they can also be used to consolidate or challenge the learning. See **assessment and feedback policy**; • Whole class assessment sheets are used in foundation subjects.
<u>Effective behaviour management:</u> • Teachers have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy; • Teachers have high expectations of behaviour, and establish a framework for discipline with a	Wholes school – The School Behaviour Policy gives further details and should be followed at all times. • Using positive therapeutic behaviour techniques to encourage socially responsible behaviour. • Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.

range of strategies, using praise, sanctions and rewards consistently and fairly; • Teachers manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them; • Teachers maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	• Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential. • Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground. • Enabling pupils to take an increasing responsibility for their own learning and conduct. • Ensuring there is effective supervision of all pupils at all times (i.e. walking to the playground and ensuring pupils are not left anywhere without supervision when walking around the school). • Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class rules/charter of conduct which will permeate to whole school practice (this needs to be re-enforced each half term or more regularly, if appropriate). • Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested. • Ensuring Circle Time activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours. • Ensuring that new pupils understand the procedures and guidelines that are in place. • Recording serious incidents on CPOMS on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others (antisocial and dangerous antisocial behaviours).
<u>Home Learning</u>	EYFS – • Termly skills grid is shared with parents/ carers;

	• Reading books and library books are shared with parents/ carers; • Nursery provide Chatter Packs. KS1 and KS2 – • Home learning grids are created for each topic (per half term or term) and must contain a range of activities to support or challenge the skills taught in school; • Each teacher is responsible for creating a QR code or uploading a Dojo video which models the learning in one of the activities; • Home learning grids need to cater for the needs of **all** pupils – the SSC team will support with the planning of this.
<u>Learning environment:</u> • Teachers create an attractive environment which impacts positively on children's' learning.	EYFS, KS1 and KS2 – • Displays are interactive (where appropriate) and stimulating. They value and reinforce learning across a range of curriculum areas. Displays are regularly changed. • Classrooms must reflect the current topic: wall display; themed area or role play; • Each classroom must have an engaging book corner; • Classrooms must have a flip chart; • Resources are well organised, relevant and accessible; • Resources are labelled and age-appropriate to promote independence, responsibility and respect; • Classroom layout promotes learning and is safe so that children can move around safely; • Each classroom must have a dedicated carpet area for focused inputs; • Rules and Recognition Boards are clearly displayed and accessible; • Eco-committee member; School council committee member; Librarian and Register monitor must be on display;

	• Dojo Toolkit to be used to update parents throughout the year; • Health and Safety is promoted and the environment is welcoming and fun. It shows that adults and children are respected by each other; • Classrooms are **tidy** but creative – **all** surfaces must be clear at the end of the day including floors and underneath teacher's desks; • Cloakrooms must be tidy throughout **and** at the end of the day; • There must be a balance of indoor and outdoor learning; • Classrooms must have working walls linked to maths and English/ phonics.

Planning on a Page

Subject	Planning
Art	Topic based Kapow
Assessments	EOU assessments – White Rose EOT assessments – White Rose Reading – FFT/ Cornerstones Handwriting assessments – school based
Computing	Kapow
Design & Technology	Kapow
Geography	Grammarsaurus National Curriculum
History	Grammarsaurus National Curriculum
Handwriting	Read, Write, Inc. Letter Join
Maths	Grammarsaurus White Rose
MFL	Grammarsaurus
Music	Kapow
PE	Real PE
Phonics	Read Write Inc.
PSHE	Kapow Responsive lessons
RE	Plan Bee
Reading	VIPERS? Literacy Shed comprehensions Grammarsaurus comprehensions Jane Considine
Science	Grammarsaurus
Spelling	Grammarsaurus
Wellbeing	Kapow
Writing	Grammarsaurus – Place Value of Punctuation and Grammar WRITER - Grammarsaurus What do we already know?/ Read as a writer/ Investigate writing choices/ Try out individual choices/ Edit, improve, and publish/ Review Work on Words will be woven into all lessons so vocabulary is learnt and revisited throughout the unit