



Discovery Federation

Teaching and Learning Policy

(See also: Assessment Policy, Marking & Feedback Policy, Positive Relationships Policy, SEND Policy, EYFS Policy and PSHE, SMSC, Citizenship, British Values & Relationships and Health Education Policy)

Created by Mrs C. Robson September 2019

Ratified by governors September 2019

To be reviewed September 2020

Rationale

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future.

Curriculum Intent

At Discovery Federation the curriculum is designed to: recognise children's prior learning and starting points, provide them with role models to develop positive relationships, provide first hand learning experiences and equip them with the skills to develop speaking and listening to access the wider curriculum building resilience and developing a love of learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school communities. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and core values. We constantly provide enhancement opportunities to engage learners and believe that childhood should be a happy, healthy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Through high expectations of all stakeholders we aim to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We aim to work with our local communities to promote our core values and high expectations to improve outcomes for children and parental engagement in their children's education.

Children leave our schools with a sense of belonging, independence and the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. They are equipped with the basic skills needed to succeed in the next steps of their education and life whatever their starting points.

Aims

Moorside Primary School aims to provide children with the opportunities needed to develop towards their full potential; academically, emotionally and socially:

- providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future
- promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated
- enabling children to become active, responsible and caring members of the school and wider community

The school works towards these aims by:

- promoting high quality learning and attainment
- providing a high-quality learning environment
- valuing each other and ourselves
- working in partnership with parents and the community

At Moorside Primary School we believe that children learn best when:

- they are encouraged to form positive relationships with their teacher, peers and other members of the school community
- they have clear direction and are praised for all the good things that they do
- they are actively involved in their learning at an appropriate level to match their learning needs
- they are encouraged to become increasingly autonomous learners
- they are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- they are working in an environment which is safe, caring, supportive and stimulating
- their learning is well structured and delivered

- their learning is effectively tailored to meet their needs
- their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision
- their learning encompasses the values and skills of the federation in aiding the development as future effective citizens
- their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision

Quality First Teaching at Moorside Primary we believe that good teaching is when teachers (and other School staff):

- form positive relationships with the children in their class and other members of the school community
- plan lessons effectively which take children's prior learning and current assessment into account and are appropriately tailored in order that the lessons consolidate, build upon and extend learning for all children
- insist on high expectations of learning and social behaviours
- ensure that effective direction and support is given in order that the children make good progress
- demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- develop and maintain safe, secure and inspiring classroom and learning environments
- demonstrate effective lesson organisation
- effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- use resources effectively, including other adults, to support children's learning
- use technology effectively in order to support children's learning
- develop the range of reading skills required to access all the curriculum effectively
- use questioning effectively to gauge and extend children's skills, knowledge and understanding

Guiding Principles of Quality First Teaching:

- working with smaller numbers of children leads to improved progress
- children working independently are given quality skills-based learning challenges that are well resourced
- key vocabulary is taught and used
- regular responsive marking (verbal and written) leads more rapid progress
- learning is retained when delivered through meaningful contexts
- reducing teacher talk increases pupil involvement
- all learning groups are fluid to promote inclusion

At Moorside Primary School we believe that a good lesson should comprise of the following elements:

- planning – teachers have a clear understanding of subject knowledge and setting objectives and it is well planned and meets the needs of all children in class
- high expectations – there is optimism about, and high expectation of success
- introduction to the lesson- and engaging hook and clear purpose
- the intended learning and success criteria is clearly shared
- main teaching- modelled and high-quality examples provided
- group teaching and independent activities
- interactive – pupils' contributions are encouraged, expected, extended
- characterised by high quality oral work
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- end of the lesson plenaries and/or mini plenaries within the lesson
- use of assessment and evaluation – before, during and after the lesson

At Moorside Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number
- reading and writing

- oral communication
- computing skills
- problem solving
- working with others
- improving own learning and performance

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking
- enquiry
- information processing;
- reasoning
- evaluation

Implementation

Curriculum Planning

1) Moorside Primary School's planning is based on the following requirements:

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- Development Matters
- The Durham Agreed Syllabus for Religious Education
- The needs (, skills and knowledge) and interests of the children we are teaching.

2) Long Term Planning

- Our Whole School Topic Overview plots the content covered from EYFS to year six for each individual year group and each curriculum area based on the skills and knowledge outlined in the 2014 National Curriculum and the EYFS Framework.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
- A strong reading curriculum is woven throughout each year group from nursery – Year 6, and where appropriate, this also links to class topics.

3) Medium Term Planning.

- In Year 1-Year 6, this is based on an enquiry approach using the Programmes of Study given in the National Curriculum. In mathematics, medium term planning is supported using White Rose documents.
- In the Foundation Stage, our medium-term plans are based on guidance within the Early Years Framework and Development Matters.

4) Short Term Planning

- Detailed weekly plans for English and Mathematics are provided by each class teacher. These should show progression throughout the week, Learning Objectives, Success Criteria and how the needs of children are met, along with an outline of the lesson.
- An overview of what is to be taught in other subjects is generated on the Federation's afternoon-based planning format in the form of enquiry. The enquiry cycle within school is based upon the Kath Murdoch inquiry cycle and has been adapted to suit the needs of school from and is flexible within the context of the enquiry being delivered.
- Planning is monitored and quality assured regularly by the SLT and subject leaders.

Classroom Environment

We aim to provide as immersive a learning experience as possible to engage pupils further in their learning. Pupils are involved in creating this. Displays will have explicit links to the curriculum. Where possible, they will include interactive displays, where pupils can pin-up notes and write on whiteboards. They should inspire learning and celebrate the achievement of all pupils. The classroom environments should be both language rich and numerate rich and organised in a way that promotes and encourages independent and further learning opportunities. Working walls in core subject areas

will be updated regularly and provide good quality support prompts/ methods and guides that the children can access easily. (See display section of non-negotiables).

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering interventions under the guidance of the teacher
- Carrying out assessments
- Preparing resources
- Leading teaching sessions under the direction of the class teacher
- Supporting children with EHCPs and support plans

Behaviour Management (Please refer to the Federation's Respect and Positive Relationships Policy)

We believe that excellent standards of behaviour are central to effective learning. Our Respect and Positive Relationships Policy outlines our procedures relating to behaviour both within the classroom and in the wider school environment. Outstanding learning behaviours are encouraged, praised and rewarded with team points, prizes, stickers and certificates.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision within our Federation is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the Federation's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with statements of SEND or an EHCP, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement in children's files.)

School staff will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.

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

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;

- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

Governors support the aims of the school through:

- Promoting positive relationships between the Governing Body and all other members of the school community including children, their parents/carers and staff;
- To appoint designated Curriculum governors who will meet with the Executive Headteacher and Deputy Headteacher at least once a year to find out about;
 - the school's systems for planning work, supporting staff and monitoring progress;
 - the allocation, use and appropriateness of resources;
 - how the standards of achievement are changing over time.
- Visit school and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;

Homework

Homework is considered to be a valuable element of the learning process. (See Homework Policy.) Across the Federation, we use Reading Records to encourage parents to work with their children at home. The Reading Records provide the children with an opportunity to record their breadth of reading and share the enjoyment of this with their parents. Children are expected to take pride in their homework and keep their Reading Records up to date and with them in school daily. Alternative/Supplementary activities may be set by the teacher depending on the needs of the children.

We believe that homework should be set:

- to promote a love of learning and reading;
- to consolidate basic skills;
- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;
- children should have the opportunity to share the results of their homework with staff and peers;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Impact

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Deputy or Executive Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The SLT will observe each class teacher in a specified curriculum area on a regular basis. Outcomes will be recorded, and feedback given back to staff supporting judgements against their performance management criteria and informing areas of continuing professional development.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the Summer Term 2019-20.

Assessment, Marking & Feedback (please refer to the Federation's Assessment Policy and Marking & Feedback Policy)

Marking and feedback is completed throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning. Learning in subjects other than English, Mathematics and science is evidenced through exercise books, floor books and displays.

Appendices

Appendix 1- Non-negotiables for all staff

- Our school should be a quiet and calm place with no raised voices from staff or children. Although we recognise children sometimes enter crisis. This is to be managed in a calm and consistent manner following our positive relationships policy. Children need access to well-regulated adults to be well regulated themselves.
- As a federation we are a team and as such we have a duty of care to each other to work together and support each other remaining professional at all times.
- Learning is our core purpose to this end can we avoid drift time ensuring we finish lessons on time and children begin lessons promptly following breaktime and lunchtime to maximise learning potential. Please ensure you collect your class from the yard promptly.
- Children must line up and leave the classroom quietly when moving around school e.g. break times, lunchtimes, going into the hall, pe time etc. they should be quiet and orderly. Staff are responsible for supervising this to avoid corridor incidents detracting from learning time.
- All staff must collect their class promptly from the playground at the beginning of the day, following playtime and lunchtime.
- Timetables need to be followed and staff need to be on the relevant place at the correct time to avoid impacting on teaching time.
- Cloakrooms areas MUST be tidy. All coats need to be hung up and book bags need to be in the classroom box. PE kits must be kept tidy and hung on pegs. The cloakroom areas give an impression of our school and children's attitudes to learning.
- Teachers are responsible for their class until they enter the lunch hall please can you ensure they are quiet in the toilets and washing hands or going outside to avoid disruption to other classes.
- Teachers and TA's must be in the classroom during all lesson times. Resources must be prepared and ready for all lessons. Teachers should not be leaving lessons to fetch photocopying or resources.
- Classroom should be tidy at all times with resources well organised, accessible to children and labelled. Children must clear away at the end of each lesson ensuring all items are returned to their original place. There should be no items left lying on the floor or on desks. All spaces should be tidy at the end of the day to facilitate cleaning.
- Art areas must be kept tidy and the surfaces clear.
- Guided reading books and home readers must be kept tidy and put away in the correct place as this takes hours of staff time to set up and sort out.
- Displays and working walls must be up to date and consist of an English, maths and enquiry working wall together with a zones of regulation display. They should all use letter join font.
- All worksheets etc. must be in letter join.
- All staff should be consistent with the positive relationship policy and use the scripts within this to ensure consistency in managing behaviour.
- All planning should be uploaded into the correct file on the DLG weekly to support monitoring.
- Planning should be done on a daily basis using AfL for English and maths and amendments to planning and annotations shown in blue font. There is no need to keep a paper file all items can be kept and stored electronically however information must be shared with TA's. Where TA's annotate planning online please can they do so in green.
- Planning must be shared with TA's in advance of lessons so they are prepared.
- Team points should be given to the DHT on a Wednesday evening.
- Good workers for celebration assembly should be given to the DHT on a Wednesday Evening.
- All diary dates and appointments must be entered onto the DLG as soon as possible
- All classes should put a newsletter for parents onto the school website termly along with and also add pictures of work etc. half termly.
- Clear desk policy at the end of each day
- When meeting with a parent please ensure you always have someone else with you in case of issues arising. Please do not have conversations in front of other parents always ask them to come into school discretely
- Please ensure your Facebook account is private and do not friend any parents or pupils. Please be aware of the dangers of social media.
- No letters should be sent to parents without first being run past the headteacher
- All resource requests must be authorised by the headteacher (signature required)
- All teaching staff must leave early (before 4:00 p.m.) without any work at least one night per week to try and support work life balance. All staff should leave school by 5:00 p.m. on a Friday to enable support staff to leave promptly
- Staff are under no obligation to answer e-mails outside of office hours and should put out of office notifications on emails over holidays.
- FINALLY remember there is no such thing as a stupid question if you do not know something ASK!!!!!!!!!!!!!!

Appendix 2- Planning formats

2a Weekly Overview (Example Y1-6)

	8:45-9:15	9:15-9:50	9:50-10:30	10:30-10:45	10:45-11:10	11:10-12:00	12:00-1:00	1:00-1:30	1:30-2:45	2:45-3:00	3:00-3:15
M	Self-registration & Active30	Handwriting	English	Break Time	Maths Basic Skills	Mathematics	Lunch Time	Guided Reading	Enquiry	Story/Poem	Assembly
Tu		Phonics/Spelling						Science			
W									Swimming	Guided Reading	Story/Poem
Th		Guided Reading						Enquiry	Story/Poem	Assembly	
F	French-SW	PSHE/ R&HE-MM	PE- JW	Break Time	RE- SW	Inspirational People- JSh		Outdoor Learning-MM	Music (DCC Music Service)	Computing- LP	

2b Phonics/Basic Skills English Planning format (Example Y1-6)

Spelling Rule/Phase :		Spellings:	Spelling Groups	Autumn Term Targets
Weekly objectives: To		Sentences for dictation:	LA: MA: HA:	- ____ children to be able to read all Y5/6 NC word list - ____ of Y6 to be able to spell all words from Y5/6 NC word list - ____ of whole class to be able to read all words from Y3/4 & Y5/6 NC word lists
Review	Teach- Whole Class	Practise	Apply	Assessment/Next Steps
M	To practise handwriting Flashcards: Dictation:			
Tu	To Flashcards: Spelling scramble:			
W	To Memorise & write (1min each)			
Th	To Speed spelling			

2c English Planning Format (Example Y1-6)

Weekly objectives		Reading	Writing	Current groups overall	
S&L through TP, MAPs, MAGs and class discussion.		LA (Y4E-Y4S): MA (Y5E-Y5D): MA/HA (All Y5D- LW Y5E in comp): HA (Y5D-Y6D):	LA (Y3S-Y4D): MA (Y4S-Y5E): MA/HA (Y5E-Y5D): HA (Y5D-Y6E):	LA: LMA: HMA: HA:	
Objectives/ Success Criteria	Shared Teaching	LA Task	MA Task	HA Task	Plenary
M	To I can I can I can				
Tu	To I can I can I can				
W	To I can I can I can				
Th	To I can I can I can				

2d Maths Planning Format Y1-6

Weekly objectives			LA MA HA		
	Objectives/ Success Criteria	Vocabulary	Input- mathematical talk & developing learning (Concrete, Pictorial & Abstract Modelling)	Independent task (Fluency, Reasoning and Problem Solving)	Plenary and Feedback
M	I can I can I can				
Tu	I can I can I can				
W	I can I can I can				
Th	I can I can I can				

2e Enquiry Planning (example Y1-6)

<i>English (to include speaking and listening links & key vocabulary)</i>		<i>Mathematics</i>
		<i>Science</i>
<i>Computing Links</i>	<i>Focus Question and Theme</i>	<i>PSHE/SMSC/R&HE/Citizenship & BV Links</i>
<i>Music/Performance links</i>	<i>Anticipated Timescale</i>	
	<i>Linked Visits</i>	
	<i>Visitors</i>	
<i>History/Geography Links</i>	<i>Art Links</i>	<i>DT Links</i>