
Rationale

The quality of teaching and learning in any school makes a direct contribution to pupils' attainment and progress. This policy will reflect the aims, objectives and vision of the school as it details the expectations for its teachers and pupils. Our intention is to equip our pupils with the knowledge, skills and understanding to succeed in a range of situations. This policy outlines how we will implement our teaching and learning values to the curriculum so that the impact can be clearly seen which is to prepare our children for life in the 21st Century.

Aims

At King Alfred Trust, we believe that: **'We work best when we work together'**. By working together, as part of the whole school community, we aim:

- To value, respect and encourage all members of the school community;
- To ensure that we inspire in all pupils a love of learning and the desire to become lifelong learners;
- To equip all pupils with the tools and self-confidence necessary to constructively influence their own lives;
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- To provide positive learning experiences in a nurturing, yet challenging environment, where we are not afraid to take risks;
- To provide a creative, dynamic curriculum allowing children to enjoy learning and achieve success;
- To promote effective working partnerships with parents, carers and the wider community.

Teaching and Learning Principles

At Pewsey Primary School, teaching is 'Learning-Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best. We utilise research in order to reflect and review our teaching and learning. In order to achieve our aims, these are our common principles of teaching and learning:

Creativity is at the Heart of Teaching and Learning

We believe that children who think creatively and independently are more likely to discover things for themselves, to be open-minded to new ideas and to be motivated to work beyond lesson time to pursue topics of interest. Allowing children to think and work creatively, develops self-confidence and builds up key learning skills for example, how to manage their own behaviour, their understanding of the learning process, their preferred learning style, their ability to think systematically, to manage information and to learn from others. Teachers are encouraged to think creatively when planning a term's work in all subjects – to make connections between subjects, to take risks and to be innovative.

Examples of how this policy looks in practice:

- Each class has an over-arching theme or question each term which is centred around a high-quality text. The texts have been carefully selected taking into consideration the interests of the children. For example, to raise boys' attainment in English, we select texts which appeal to all of our children especially boys (Years 1 and 2 were taught a topic on super heroes as this reflected the interests of those children);
- Since the advent of the new curriculum (2014) and the new Ofsted Framework (and their focus on Intent, Implementation and Impact), we have redesigned our curriculum with a focus on making it knowledge rich;
- The National Curriculum has been plotted out on a cycle and Unit Plans have been written to ensure that the quality texts drive the acquisition and retention of knowledge in foundation subjects. Teachers use the Unit Plans as their Scheme of Work and the accompanying Knowledge Organiser and prior and post assessments in order to ensure retention of knowledge. There is still a need to teach some aspects of the curriculum discretely;
- Teachers use each other's expertise and, during their PPA time, may work alongside colleagues sharing particular expertise both in our school and across the Trust;
- Teacher's personal enthusiasms and passions are positively encouraged.
- To enhance our regular curriculum provision, we have focus weeks which highlight the importance of different subjects and themes e.g. STEM, Safer Internet Day, No Pens Day Wednesday, Children's Mental Health;
- Teachers use Talk/ Learning Partners effectively to encourage children to work together and share each other's knowledge. Children are encouraged to peer assess and help one another with their learning.

- Curriculum Teams across the Trust meet regularly to discuss areas of priority, how we can support each other etc.

Making Learning Vivid and Real

The teachers work hard to plan interesting and engaging work that stimulates imagination and creativity. Once a year, we have a dedicated cross Trust T D Day to plan the following year's topics and book trips in advance to support these topics. We maximise first hand and practical experiences using as many resources (objects, artefacts, people, places) as we can find.

In order to increase the Cultural Capital of our children, we have a list of 'Non-negotiables' and these include different visits and experiences.

Examples of how this policy looks in practice:

- Each class (Y1-6) has at least 3 trips or special visits per year;
- The Year 5 and Year 6 Class go on a 4 day residential every other year, when financially viable. On the alternate year, the Year 5 and Year 6 Class watch a musical (sometimes in London);
- Special visitors are invited into school to share their knowledge and expertise;
- Artefacts and books that support the topic work will be displayed centrally in the classroom for all children to have access;
- Children are actively encouraged to bring in resources to support their class work.
- Children are set home learning activities linked to the curriculum and these are communicated to parents via a letter/homework grid and on the website (See Home Learning Policy).

Family Learning

We value the importance of the parent/ carers' involvement in children's learning. We actively encourage the involvement of parents/carers in their child's learning. From January 2021, we have introduced Google Classroom to enhance the links between learning at school and at home.

Parents/Carers are kept informed throughout the year by:

- ParentMail;
- Newsletter;
- School website;
- Topic/ Subject Knowledge Organisers on the Class Pages of the website;
- Communicating in the child's Reading Record or Home School Record Book;
- Parents' Evenings 3 times a year;
- Class Assemblies (KS1);
- Open Afternoons (KS2 – 3 times a year);
- A written formal report sent home in the Spring Term;

- Attainment and Progress Report and an Attendance Report sent home in the Summer Term;
- The school is also helping to educate parents, focusing on their own subject knowledge and how they can best support their child's learning, by holding subject-specific events, for example:
 - Phonics (KS1 focus)
 - Early Maths (KS1 focus)
 - English: Reading and Writing (KS2 focus).
 - Family Learning Events/ Courses

Parents/ Carers are welcomed into school at every opportunity and are able to meet with the teachers when a need arises at a mutually convenient time.

Parents may be asked to meet with the teacher/ Head teacher/Pastoral Manager/ SENCo at other times to discuss behaviour issues and plan how to meet the needs of the child (See Behaviour Policy). Parents may also be informed of exceptional behaviour as well (See Behaviour Policy).

Equal Opportunities for all Children

Pewsey Primary School is an inclusive school. The achievements, attitudes and well-being of every person in the school matters. This is reflected in our ethos and values. All staff instinctively attempt to overcome children's barriers to learning. As staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure (See SEN Policy and Equality Information and Accessibility Plan).

Examples of how this policy looks in practice:

- Teachers plan work that is appropriate, yet challenging for all pupils, so children experience success;
- Class teachers work closely with other members of staff (Teaching Assistants, SENCo, Pastoral Manager, Personalised Learning Teacher), to ensure that the needs of all pupils, both academically and emotionally, are being met;
- All staff have been trained in Outdoor Learning in order to meet the needs of all children either inside or outside;
- High quality work from each class is on display around the school that reflects the current classwork;
- Each teacher is aware of non-negotiables expected in their classroom to support children's learning. Throughout the year, members of the SLT carry out Learning Environment Walks to monitor each classroom and do so alongside Governors as part of the Monitoring Cycle.
- Our Friday assembly is a celebration of the children and their achievements. Each week, a Special Person is chosen from each class and they are given a certificate. The focus of these awards is always linked to our values.
- Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes. Feedback is then acted upon;

- The Well-being Council meet regularly and any issues that have arisen are discussed and where possible, a solution is found. The Well-being Council is also given 'projects' to aid school improvement.

High Expectations

We have high expectations of staff in terms of commitment and professionalism, classroom organisation, display and personal expectations of the children.

We have high expectations of learners and the effort they should put into learning at school and at home, and what they can achieve.

Examples of how this policy looks in practice:

- Staff meetings begin on time and everyone is there;
- Deadlines must be met – they are set for a reason;
- There is a strong culture of volunteering and taking on 'extra' amongst all the staff;
- Classrooms are expected to be well organised, tidy and arranged to enable the children to be independent in using resources;
- Classroom display boards should be covered by half term, with work that reflects the term's theme;
- We work as a team to cover all communal display boards once a term;
- Children are expected to be at school on time every day;
- The quality of work expected from the children is high. All work must have a clear learning objective which is shared with the children at the start of each lesson (WALT - We Are Learning To) and the children are made aware of what they need to do in order for their learning to be successful each lesson (See Marking Policy).

Children Experience Excellence

We recognise and value high achievement and create opportunities for those children who excel, where relevant, to compete beyond the school.

We positively encourage teachers to seek out subject specialists to enhance topic work and so that the children have the experience of working alongside experts. Each teacher has personal strengths too and is encouraged to share these with their class or by leading a club.

Examples of how this policy looks in practice:

- Each term we welcome experts into school or go on a school trip to enhance topic work, for example an Olympic athlete was invited during Sports Week;
- Year 5 and 6 have taken part in the national BBC Terrific Scientific project. Our dedication and commitment has been recognised by STEM Ambassadors;
- We create opportunities to work with people from the wider community;
- We give children time to complete work and to achieve something of quality.
- Teachers share Success Criteria with the children so that they are clear about what they need to do in order to be successful with their learning (See Marking Policy).

Academically More Able Pupils

We believe that we should provide appropriate learning experiences for children of all abilities including those who are 'Academically More Able'.

The DFE (2011) describes academically more able learners as, '.... those who have abilities in one or more academic subjects such as Maths or English.'

At King Alfred Trust, we provide a tailored education, addressing the needs of the academically more able learners by offering support to help them achieve their full potential within the curriculum provided.

We provide and sign-post parents to out-of-class and enrichment activities for those children who are academically more able.

We ensure that the child is at the centre of their learning through a by personalising this, and in enabling all academically more able children to achieve their potential.

Accurate Assessment

Teachers are constantly assessing children's learning using both formative and summative assessment methods. Teachers' then reflect upon their assessment and the findings are used to inform future planning, teaching and will therefore have an impact on the children's learning.

Examples of how this policy looks in practice are:

- All work is marked regularly. At least once a week, Maths and English is quality marked and children are given opportunities to use their individual feedback to improve and extend their learning. Editing can be clearly seen in children's books as editing is completed in purple pen (See Marking Policy);
- Once a term (3 times a year), children's attainment is recorded on Sonar and the children's attainment and progress is monitored using this software. Children's progress and

attainment is discussed with the Headteacher and SENCo and, children who are not reaching their full potential, are targeted with additional support;

- Class teachers identify any child who is not making expected progress from their PAG (Prior Attainment Group) in Reading, Writing and Maths (and who does not have an EHCP) on a Class Action Plan (See teachers' planning files). The teacher targets these children to ensure that each child is making at least expected progress in their class;
- Parents/ Carers are informed of their child's attainment and progress regularly. A written formal report is sent home in the Spring Term and an Attainment and Progress Report is sent home in the Summer Term. Parents' Evenings are held in the Autumn, Spring and Summer Terms to discuss children's attainment and progress;
- We have developed Maths Target sheets and Reading and writing essentials. Teachers keep a class copy of the sheets and date and RAG rate when a child achieves a target – these are stored centrally on the shared drive. Also, a copy of each target sheet is kept in the teachers' planning files. Teachers highlight each target as it is taught in order to show coverage.

How is the Curriculum Planned?

Our Long-Term Planning consists of the overall allocation of the National Curriculum Programmes of Study on a Cycle. Once a year, a cross Trust T D Day is dedicated to planning and resourcing the following years' curriculum. Class Teachers develop medium term plans alongside the Unit Overviews linked to the quality texts. They plan collaboratively and then develop lessons based on their own class. Teachers personalise learning for their class, groups and for individuals.

Annually, year groups from across the Trust meet to discuss the planning, teaching and learning for the following year and on an adhoc basis throughout the year.

Examples of how this policy looks in practice are:

- On the KAT Central section of TEAMS, teachers have access to, and are expected to use, the School's agreed planning proformas. The planning proformas include: Long Term Cycles, Medium- term planning, English planning, Maths planning, and Unit Overviews. Each teacher keeps their planning in the agreed section of their planning file;
- Each term, teacher's plan from the Long-Term Cycle (discussed during the TD Day). Each term is broken down into the correct numbers of weeks for that term and the Unit Overviews are used to see what needs to be taught throughout the term (showing clear knowledge and skills progression across the term). Teachers use the National Curriculum Programmes of Study to ensure that all statutory elements are taught. Where possible, teachers use their class text as the driver of the term's unit and, meaningful cross curricular links are made throughout each term;
- Teacher's planning, alongside the children's books, is monitored 3 times a year by the English and Maths Leader and members of the SLT.

How is Teaching and Learning Monitored?

English and Maths planning is monitored termly by the English and Maths Subject Leaders. An English and Maths book scrutiny is also carried out termly to ensure progression across the school. Feedback is given to Key Stage Leaders and all teachers.

Subject Leaders monitor the teaching and learning of their subject in the school. This may involve: detailed lesson observations, book scrutiny, lesson plan scrutiny and pupil conferencing.

Members of the Senior Leadership Team may drop in to observe lessons and monitor the progress that the pupils are making, at any point in the school day. Each teacher has a performance management target linked to the attainment and progress of their class (see Performance Management Policy).

Date Agreed _____

Chair of Governors _____