|  |
| --- |
|  |

****

**January 2014**

**Teaching and Learning Policy**

Contents

[THE WILLOWS PRIMARY TEACHING AND LEARNING POLICY 3](#_Toc430175077)

[VISION 3](#_Toc430175078)

[AIMS 3](#_Toc430175079)

[AIMS OF THE POLICY 3](#_Toc430175080)

[PLANNING - Long Term 3](#_Toc430175081)

[PLANNING - Medium Term 4](#_Toc430175082)

[PLANNING - Short Term 4](#_Toc430175083)

[TEACHING STRATEGIES 4](#_Toc430175084)

[TEACHING METHODOLOGY AND ORGANISATION 4](#_Toc430175085)

[TEACHING SEQUENCE 5](#_Toc430175086)

[LEARNING STYLE 5](#_Toc430175087)

[DIFFERENTIATION 5](#_Toc430175088)

[TARGET GROUPS 6](#_Toc430175089)

[INCLUSIVE EDUCATION 6](#_Toc430175090)

[PUPIL GROUPINGS 6](#_Toc430175091)

[THE LEARNING ENVIRONMENT 7](#_Toc430175092)

[THE ROLE OF SUPPORT STAFF 7](#_Toc430175093)

[ASSESSMENT 8](#_Toc430175094)

[TARGET SETTING 8](#_Toc430175095)

[THE EVALUATION OF PRACTICE 8](#_Toc430175096)

[ROLE OF THE SUBJECT LEADER 9](#_Toc430175097)

[SUBJECT RATIONALES 9](#_Toc430175098)

[English 9](#_Toc430175099)

[Mathematics 9](#_Toc430175100)

[Science 9](#_Toc430175101)

[Computing 9](#_Toc430175102)

[History 10](#_Toc430175103)

[Geography 10](#_Toc430175104)

[Music 10](#_Toc430175105)

[Physical Education 10](#_Toc430175106)

[RE 10](#_Toc430175107)

[Art 10](#_Toc430175108)

[Design and technology 10](#_Toc430175109)

[PSHE 10](#_Toc430175110)

[Languages 11](#_Toc430175111)

[SUBJECT AIMS 11](#_Toc430175112)

[English 11](#_Toc430175113)

[Mathematics 11](#_Toc430175114)

[Science 12](#_Toc430175115)

[Computing 12](#_Toc430175116)

[History 12](#_Toc430175117)

[Geography 13](#_Toc430175118)

[Music 13](#_Toc430175119)

[Physical Education 13](#_Toc430175120)

[RE 14](#_Toc430175121)

[Art and design 14](#_Toc430175122)

[Design and technology 14](#_Toc430175123)

[PSHE 14](#_Toc430175124)

[Languages 15](#_Toc430175125)

[PARENTAL INVOLVEMENT/HOMEWORK 15](#_Toc430175126)

# THE WILLOWS PRIMARY TEACHING AND LEARNING POLICY

## VISION

The Willows Primary School will be an outstanding school where children feel happy and safe. It will be full of fun, smiles and friendship. The children will be motivated and equipped to achieve their personal high aspirations.

## AIMS

We aim for our children to ……

- achieve high standards across the curriculum   
- acquire knowledge, skills and attitudes relevant to the changing world in which they live   
- respect and value themselves, other people and the environment (in line with UN Convention on the Rights of the Child)  
- develop enquiring minds with motivation to learn   
- work independently and collaboratively   
- take responsibility for their own actions and make informed choices   
- have well developed communication and social skills   
- have self-confidence and high self-esteem   
- recognise themselves as citizens of the wider world   
- become creative problem solvers who are confident in their own abilities

- recognize and celebrate achievements in all areas of school life ………in order to help them to reach their full potential and become confident and prepared for life’s journey.

## AIMS OF THE POLICY

This policy sets out to make clear some of the strategic issues related to all aspects of learning and teaching including whole school curriculum coverage.

## PLANNING - Long Term

At The Willows Primary School each year group has a long term curriculum plan which states the subjects to be covered, when they will be covered and within which context. These are completed by the class teacher. Between 3 and 6 creative topics are planned each year which address the individual needs of each cohort. These creative topics allow for clear cross curricular links which enhance the learning experiences for the pupils and allow staff flexibility in the organisation of the key skills and objectives they need to teach and deliver. Subject coordinators then monitor the long term plans to ensure that all aspects of the national curriculum are addressed and that there is the necessary progression of skills.

In the Foundation Stage, children follow a two year cycle. Topics are adapted in the light of the children’s interests.

## PLANNING - Medium Term

Medium term plans are completed by the class teacher either termly or half termly for all subjects. These plans are either in the form of the creative plan which incorporates a number of subject areas or single subject plans. Each week is based around Learning Challenge Questions which have been jointly derived by the class teacher and their pupils.

## PLANNING - Short Term

Short term or weekly planning is completed for all subjects to be taught during the week. Weekly plans contain the following detailed information:

* Lesson objectives
* Teacher exposition
* Key questions and vocabulary
* Activity, including differentiation
* Plenary (not in Nursery)
* Resources
* Assessment opportunities
* Success criteria
* Learning outcomes

All planning is done electronically and annotated where necessary

## TEACHING STRATEGIES

A variety of teaching strategies are used in order to engage, challenge and appeal to pupils. These include:

* Questioning
* Explaining
* Demonstrating
* Modelling
* Problem solving, and
* Investigating.

## TEACHING METHODOLOGY AND ORGANISATION

Whenever possible, subjects are taught via a cross-curricular approach using individual classes’ creative topics as a means of incorporating the necessary skills and progression. The emphasis is always placed upon the acquisition of specific skills which can then be applied in a variety of contexts and then used to learn specific subject knowledge. All year groups in Key Stages 1 and 2 have National Curriculum skills for all subject areas which must be taught during the year. In the Foundation Stage, teachers follow the EYFS Curriculum and Development Matters. Medium term plans state whether these skills will be taught in a cross curricular way or via stand alone lessons/units of work to avoid tenuous links being made. In some cases, lessons may be put into blocks to enable pupils to see a particular project through from its beginnings to completion. However, this is left to individual teachers’ discretion. Whenever possible, work completed in art, DT, ICT and music should reflect the teaching and learning happening in the creative topic. There is no specialist teaching. All other subjects are taught by class teachers, although support and training in the methods of teaching and subject knowledge is provided by the subject leader.

## TEACHING SEQUENCE

For the purpose of the policy the teaching sequence could be a single lesson or a block of lessons and could include the learning of a number of different subject objectives.

* Revise/revisit prior learning
* Explain the purpose of learning (is it new learning, deepening understanding or getting pupils to use and apply their knowledge) and make explicit links to prior and future learning
* Teach/model the learning (to include sharing or creating a success criteria)
* Pupil activity to apply learning (this could be in a variety of different contexts)
* Plenary to include recap of learning, assessment opportunities and reinforce links to prior and future learning
* Note – these events may occur in a different order than listed above.

The learning objectives are shared with pupils at some point during the lesson both in a written format and orally. If they are shared at the beginning of the lesson, the objectives are revisited throughout the lesson through recap by the teacher, questions and pupils reviewing their own learning.

## LEARNING STYLE

Teachers and practitioners acknowledge and cater for the needs of individual pupils through use of visual, auditory and kinaesthetic learning styles. Pupils are encouraged to be engaged learners and take an active role during lessons.

## DIFFERENTIATION

Lessons are differentiated for pupils. This can be achieved by:

* Outcome
* Task
* Questioning
* Support, and
* Resources.

Differentiation is evident in weekly planning. Pupils who have been identified as having special educational needs have an individual education plan or a group education plan that will provide further structure and ideas for differentiation. In addition, classroom assistants are carefully deployed and extra opportunities are given so that pupils can rehearse basic skills. More able and talented pupils will also be provided for within the classroom via suitable extension activities and carefully planned questions.

To provide challenge, good use is made of both formative and summative assessment. The pace of lessons is suited to the needs of individuals ensuring they work to a high standard and reach their full potential.

Guided work is planned to meet the specific needs of pupils in reading, writing and maths. These groupings are flexible with activities differentiated to meet the needs of the pupils.

## TARGET GROUPS

It is the responsibility of the class teacher to identify pupils working under the expected level of achievement. Tools for identifying these targeted children include formative and summative assessments. It is the role of the HT and DHT to monitor the progress of these pupils and where possible provide extra classroom support to enable accelerated progress to happen.

All classroom support staff will be given a performance management target linked to target group pupils. It is the responsibility of the teaching staff to monitor the progress being made by these pupils and provide extra support where necessary.

## INCLUSIVE EDUCATION

Inclusive education encompasses all aspects of school life. Teachers ensure that all children gain equal access to the curriculum regardless of gender, ethnicity and ability.

At The Willows Primary School we achieve this by:

* Overcoming potential barriers to learning
* Accurate assessment for individuals and groups of pupils
* Responding to the diverse needs of pupils
* Contributing to and facilitating inter-agency support
* Taking account of diverse cultures, faiths and family situations
* Taking account of health, physical, social and emotional requirements

## PUPIL GROUPINGS

Pupil groupings should be flexible in order to maximise learning opportunities and ensure that personal learning needs are met. A variety of pupil groupings include:

* Ability
* Mixed ability
* Mixed age
* Friendship
* Gender
* Child-initiated

## THE LEARNING ENVIRONMENT

A safe and well organised environment is vital in order to facilitate learning and the development of independence. Our learning environment is managed in such a way as to support different styles of learning.

* Resources must be easily accessible and storage of equipment clearly labelled
* Water is available for pupils within each classroom
* Displays celebrate success, demonstrate progression and support and reflect learning
* Throughout the school we endeavour to display work from each pupil
* Displays are renewed on a regular basis
* Pupils take an active role in caring for all equipment, resources and environment
* Rules within the school, rewards and sanctions are clearly displayed through each class charter and reward and sanction charts to motivate pupils and promote good behaviour.
* Staff are compliant with the school’s non-negotiable display expectations.

## THE ROLE OF SUPPORT STAFF

Teachers liaise with their support staff to ensure daily/weekly planning is shared. This is facilitated by them being released from duty during part of their link teachers PPA time plus time built into the beginning and end of the day. Support staff are aware of the learning objectives and will use these to:

* Explain key concepts
* Re-phrase and simplify the task/information
* Break down the task into smaller steps
* Demonstrate/model
* Extend learning
* Assess learning
* Support behaviour

Intervention programmes and I.E.P.S/G.E.P.S are planned, implemented and assessed by the support staff as part of their role.

## ASSESSMENT

Every day teacher assessment and Assessment for Learning (AfL) practices are at the heart of teaching and learning at The Willows Primary School.

* A range of summative assessments/tests are used in order to establish the level of attainment along with teacher assessments gathered from classroom observations and pupils’ work. These will include cold and big writes to assess writing, tests to assess mathematics and benchmarking and other tools to assess reading.
* Formative assessments are used to decide the next step of learning for pupils. This includes everyday marking, outcomes from guided work and observations of pupils in lessons.
* Target setting takes place in the form of individual pupil targets to ensure personalised learning.

The assessment policy provides more detail with regard to summative/formative assessment and target setting.

## TARGET SETTING

As we recognise the importance of meeting pupils’ individual needs, all pupils are set individual targets linked to their work in literacy and numeracy in Key Stages 1 and 2. In the Foundation Stage these may include other subject areas e.g. PSED. SEN pupils continue to work on IEP targets in addition to age-related targets when appropriate.

## THE EVALUATION OF PRACTICE

Practice will be evaluated by a variety of stakeholders such as governors and staff, including the senior leadership team and subject leaders. Opportunities will be highlighted on the yearly Monitoring and Evaluation programme. Monitoring and Evaluation may take place in a variety of ways including:

* Observations of staff
* Observations of pupils
* Half-termly pupil progress meetings
* Work scans
* Pupil interviews/informal discussions
* Staff interviews/informal discussions
* Review of targets
* Questionnaires
* Planning scans
* Monitoring display
* Monitoring assessment information and levels of attainment
* Analysis of statutory and optional tests and results

Consultation concerning learning and teaching involves all stakeholders, including governors, pupils, parents and staff.

## ROLE OF THE SUBJECT LEADER

* Be aware of, and keep records of, standards across the school including strengths and development areas
* Oversee areas for development are addressed
* Be an exemplar of good practice
* Contribute to planning where necessary
* Allow opportunities for continuous professional development for all staff and contribute towards performance management
* Maintain an up-to-date action plan
* Liaise with the link governor
* Attend courses and subject co-ordinator meetings as appropriate
* Maintain an up-to-date knowledge of the subject
* Audit and maintain resources as required – through support staff
* Plan and deliver inset where necessary

## SUBJECT RATIONALES

### English

English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

### Mathematics

At The Willows Primary we believe the acquisition of mathematical skills to be of the utmost importance and all aspects of mathematics will be given a high priority. We teach mathematics to ensure pupils become fluent in the fundamentals of mathematics, reason mathematically and can solve problems whilst applying their mathematics.

### Science

Children are natural scientists who should be encouraged to be curious and gain understanding about things they observe, and experience and to explore the world about them with all their senses.

### Computing

To purpose of Computer Science is to provide a greater understanding of computational think, learn to program and to have the opportunity to progress to the next level in the activities. The Willows Primary School aims to encourage our children to become designers and developers.

### History

To develop children’s sense of identify through learning about the development of Britain, Europe and the world, and to introduce them to what is involved in understanding and interpreting the past.

### Geography

The purpose of Geography is to help children understand their surroundings and to appreciate the variety of physical and human conditions in our world.

### Music

To develop the understanding, knowledge and skills to perform, compose and listen to a wide range of different kinds of music.

### Physical Education

The school believes that physical education is a unique and vital contributor to a pupil’s physical development and increasing the children’s self-confidence their ability to manage themselves and their bodies within a variety of movement situations. We feel that education is at the root of combating heart disease. Encouraging young people to live a heart healthy lifestyle minimises their risk of developing heart disease in the future.

### RE

RE is important in its own right. It contributes to other areas of education and human experience (aesthetic, environmental, ethical, political, social, moral and cultural development) and by encouraging awareness and understanding of faith we are promoting community cohesion in a significant way.

### Art

Art and design stimulates creativity and imagination, providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

### Design and technology

Design & Technology is a practical subject, which allows pupils to make sense of appliances and processes in their environment, and to develop their creative skills through planning designing and making.

### PSHE

*“Emotional and social competencies have been shown to be influential for personal, career and scholastic success. Working in this area can improve educational and life chances.” (Goleman, 1996)*

Personal, Social and Emotional well being underpins the lives of every member within our society. PSHE enables us to be effective learners and to get on with people. These life competencies enable us to be responsible citizens; to develop self-awareness, manage emotions, to be empathetic, have motivation to succeed and use social skills positively.

### Languages

A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. At The Willows the chosen language is Spanish.

## SUBJECT AIMS

### English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Mathematics

To ensure that all pupils:

* become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
* **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
* can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Science

To ensure that all pupils:

* develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
* develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
* are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

### Computing

**Computer Science**

To ensure that all pupils:

* can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
* can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
* can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
* are responsible, competent, confident and creative users of information and communication technology.

### History

To ensure that all pupils:

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Geography

To ensure that all pupils:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
* understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
* are competent in the geographical skills needed to:
* collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
* interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
* communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Music

To ensure that all pupils:

* perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
* learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
* understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Physical Education

To ensure that all pupils:

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives.

### RE

* To enter objectively but imaginatively into the spirit of different religious traditions.
* To consider other important human questions, values and concerns.
* To develop a thoughtful creative attitude to pupils own experiences, and to formulate their own values and allegiances

### Art and design

To ensure that all pupils:

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing, painting, sculpture and other art, craft and design techniques
* evaluate and analyse creative works using the language of art, craft and design
* know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Design and technology

To ensure that all pupils:

* develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
* build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
* critique, evaluate and test their ideas and products and the work of others
* understand and apply the principles of nutrition and learn how to cook.

### PSHE

PSHE is a foundation subject within the National Curriculum 2000 and one of the six areas of learning of the Foundation Stage. The whole-school approach is structured on SEAL (Social and Emotional Aspects of Learning), including personal social development, emotional literacy, emotional intelligence, and social and emotional competence and social, emotional behavioural skills. There are five broad emotional and social aspects of learning; self-awareness, managing feelings, motivation, empathy and social skills. These aspects are considered to fall into two categories – **personal** (e.g. self-awareness) and **interpersonal** (e.g. social skills). In addition, the school has adopted the LA recommended Relationships Education.

At The Willows Primary School we have the following main aims when teaching PSHE:

* A high profile and value placed on the outcomes on every level of school practise;
* A shared understanding that it is the responsibility of the whole school community to promote and foster social, emotional and behavioural skills and children’s PSHE and citizenship development;
* A curriculum which is structured, progressive and enables skills to be revisited and developed at different chronological ages;
* A cross-curricular approach that reinforces the knowledge, skills and understanding taught through the explicit curriculum plan;
* To provide and emotionally safe and positive environment;
* A school-wide sharing of aims, language and agreed strategies, e.g. for calming down, conflict resolution, problem-solving and for talking about and managing feelings;
* A whole staff training programme (CPD) which develops skills, provides the experiences and information that lead to confidence in supporting children’s social and emotional learning;
* We adopt an open door policy for every member within our community;
* We explicitly inform and guide pupils through sex and drug education programmes, liaising with outside agencies as appropriate;
* We actively participate in healthy eating for pupils.

### Languages

To ensure that all pupils:

* understand and respond to spoken and written language from a variety of authentic sources
* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* discover and develop an appreciation of a range of writing in the language studied.

## PARENTAL INVOLVEMENT/HOMEWORK

At The Willows Primary School we encourage parents to support their children’s learning. Parents will be involved in their child’s learning in a variety of ways:

* Curriculum/SATs/Key Stage/New Class meetings
* Invitations to workshops
* Class teachers provide parents with information about the learning that is to take place for the term via a termly newsletter
* Open Evenings where pupil progress and attainment is shared
* Fortnightly brain builder challenges with opportunities for parents and pupils to contribute to planning for new topics.
* Award and class assemblies
* Yearly written report
* Through the school website and learning platform
* Home-school link worker
* Informal meetings with staff including teachers and the learning mentor
* Newsletters
* Sharing of Learning Journey booklets in the Foundation Stage
* Sharing of Assessment books for those in Key Stages 1 and 2.

At The Willows Primary School learning takes place both inside and outside the classroom. To support pupils, homework is planned, meaningful and clear, having relevant links to work being completed in the classroom. Homework is set fortnightly (Brain builders) and takes the form of learning challenges which are relatively open ended tasks which allow pupils to be creative in their response. Daily reading is promoted through our Reading and Comprehension Challenges. In addition, where appropriate, tasks such as learning number bonds, times tables facts and spellings may also be sent home.