

Teaching & Learning

St Richard Reynolds Catholic Primary School

Policy: Teaching & Learning

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Introduction

At SRRCC, our priority is to encourage learning behaviours in all at our College. All of us, pupils and staff, are on our own learning journey and we seek to support each other in that quest by nurturing a culture of developing each and every one of us.

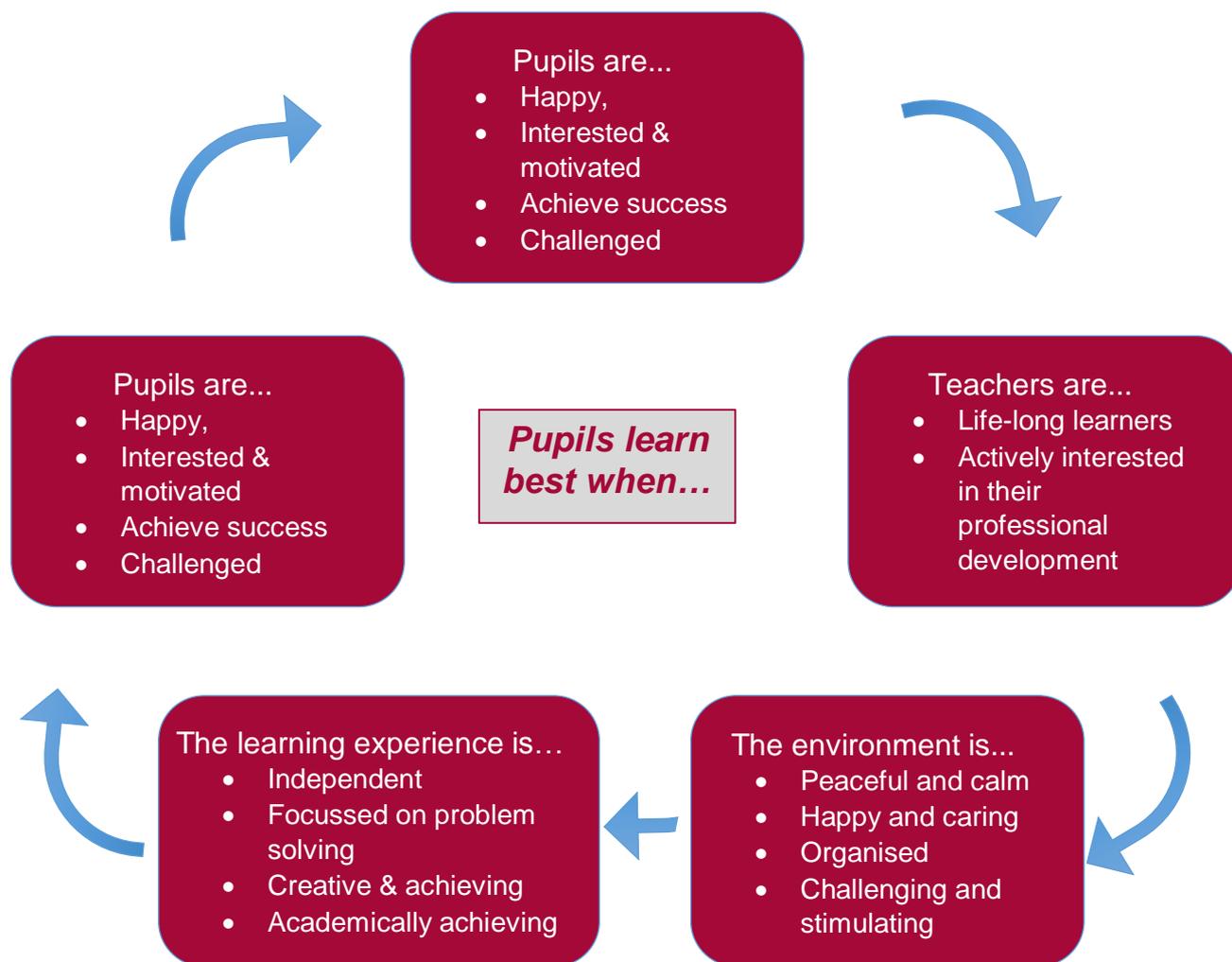
This document is a statement of the aims, principles and strategies for Teaching and Learning at St Richard Reynolds Catholic Primary School. It lays the foundations for the whole curriculum and forms the context by which teaching and learning is monitored and assessed.

Aims and objectives

The purpose of this policy is to:

- Ensure that the pupils at our College are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.
- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.
- Clarify roles and responsibilities in delivering high quality learning.

Guiding Principles Learning and Teaching:



How we deliver Learning and Teaching

We believe great learning and teaching is underpinned by the SRR10 – our list of non negotiables that happen every lesson for all children.

1	Big picture and shared success criteria	6	Independent learning
2	Positive behaviour and role models	7	Development of key skills – <i>i.e. literacy, numeracy, teamwork and problem solving</i>
3	Engaging environment for learning	8	Regular review and feedback
4	Varied learning activities	9	Ensure students know how to improve
5	Differentiation and challenge	10	Evidenced progress and/or mastery

Early Years Foundation Stage

The Reception curriculum follows the changes brought in with the Early Years Foundation Stage Framework in September 2012. It covers seven areas of learning; three prime and four specific. The three prime areas are Personal, Social Emotional Development, Communication and Language and Physical Development. Success in these areas ensures that children will go on to achieve in the specific areas of learning; Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Children will learn in a variety of ways in the classroom in a combination of adult directed teaching and child initiated learning. There will be a strong focus on objective led planning which will provide the opportunity for each child to develop their understanding and make progress in a way that engages them and appeals to their personal interests. In addition to the seven areas of learning, pupils will also take part in Religious Education lessons which will underpin teaching and learning within the classroom.

Play and Exploration is a fundamental part of learning in Reception. It means children are able to choose activities where they can engage with other children or adults or sometimes play alone. During these activities the children will learn by first-hand experiences; by actively 'doing' as well as through scaffolding and modelling by adults. We will provide them with sufficient space both indoors and outdoors, time and choice with a range of activities. There will be a good variety of planned and prepared activities, as well as allowing time for the children to initiate their own learning. Activities will be planned through discussion with the children around their current interests, as well as taking into account their learning styles and stages of development. Our environment will enable children to try things out and make sense of relationships, allowing all children to fulfil their potential.

In the autumn term, there is a strong focus on the three Prime areas of learning as we believe these provide the best foundation for pupils learning in the EYFS. We hope to establish positive relationships between staff and pupils in an environment where pupils can thrive.

Meeting the needs of all learners

Learning in these years is balanced through adult led activities and child initiated learning. Planning identifies key teaching objectives and follows as much as possible the interests of the pupils. Assessment of learning is primarily through observation of pupils engaged in the range of cross-curricular activities, which are both child-initiated and adult-directed. Our primary assessment method is through use of the application 'Tapestry.' This application allows all staff working with EYFS pupils to contribute to the pupil's profile. It also allows opportunity for parents/carers to contribute towards the profile as recommended in the EYFS statutory guidance.

The learning environment

At St Richard Reynolds the reception learning environment consists of a large, indoor classroom and outdoor free flow area. We believe that the teaching and learning environment should:

- Be welcoming, stimulating and well organised
- Encourage a purposeful atmosphere with pupils on task
- Motivate the pupils to want to learn
- Be conducive to good learning with appropriate lighting, temperature and flow of fresh air
- Facilitate both independent and cooperative learning
- Encourage independence
- Contain dedicated reading areas to promote individual reading and reading activities
- Have a variety of learning areas with access to a wide variety of good quality resources
- Recognise the importance of well-presented and balanced displays that support learning

Assessment in EYFS

Assessment of learning is primarily through observation of pupils engaged in the range of cross-curricular activities, which are both child-initiated and adult-directed. Our primary assessment method is through use of the online application 'Tapestry.' This application allows all staff working

with EYFS pupils to contribute to the pupil's profile. It also allows opportunity for parents and carers to contribute towards the profile as recommended in the EYFS Statutory guidance. At the end of the Reception year, pupils will be assessed against 17 Early Learning Goals, with a judgement being made as to whether they are emerging, expected or exceeding these goals. Pupils must be working at the expected level in the Prime areas (PSED, PD and CLL) plus Literacy and Mathematics to be deemed to have made a good level of development (GLD). Appropriate interventions will be put into place to support pupils who have not reached GLD as they enter Year 1.

- The EYFS profile is a standalone assessment used at the end of reception
- Pupils will receive an 'emerging', 'expected' or 'exceeding' judgement against the Early Learning Goal (ELG)
- The ELG descriptions and STA exemplification material should be used to support teacher assessment of the 'expected' level
- Assessment of pupils whose judgement is 'emerging' can be supported by reference to the 'ages and stages' in Development Matters or Early Years Outcomes
- It is anticipated that 'more able' pupils will secure an 'exceeding' judgement by the end of reception
- Assessment of pupils whose judgement is 'exceeding' should be made by using the Tickell descriptors, making reference to level 1 of the National Curriculum for mathematics, reading and writing
- Whilst pupils who are judged to be 'exceeding' may show some aspects of National Curriculum level 1, there is no direct comparison or equivalence

Communication with parents:

Parents play an important role in the EYFS as they will contribute to their child's learning journey. Our primary contact will be through the home-school communication book. There are two formal parents' consultation meetings throughout the year where targets will be set to support development and two informal sessions which will allow parents to discuss their child's progress in the spring term, and their school reports in the summer term.

Key Stage 1

Approach to Teaching and Learning

As pupils enter Key Stage 1, they will continue building on the foundations laid in the EYFS and will learn through a mix of adult directed teaching, and independent challenges designed to extend their learning. The autumn term in Year 1 is a period of transition for pupils. Following the requirements for the revised National Curriculum 2014 the pupils in Year 1 move from the broader areas of development in the EYFS to the more specific subject areas and this continues in Year 2. The core subject areas are English, Mathematics, Science and Religion which are a focus, alongside the foundation subjects; History, Geography, Art, Design Technology, Computing, Physical Education, and Music. Where possible, learning takes place in a cross curricular way. Pupils at St Richard Reynolds also benefit from a discrete, weekly, French lesson. Religious Education lessons continue from the foundations laid in the EYFS and continue to follow the 'Come and see' scheme of work. Children in Key Stage 1 have daily prayer time and gather together on multiple occasions throughout the week for assemblies and hymn practice. Art, PE, Music and French are taught by secondary teachers ensuring pupils get specialist subject knowledge which will later lead to an ideal foundation in these subjects to prepare pupils for their transition into secondary school.

As pupils move into Year Two they will begin preparing for their SATs which will take place during the month of May. These assessments look at pupils' knowledge and understanding of Reading, Writing, Grammar, Punctuation & Spelling and Maths.

Key Stage 2

Approach to Teaching and Learning

In Key Stage 2 pupils will continue to build on the knowledge and skills they developed in Key Stage 1 and teaching and learning will meet the requirements of the National Curriculum. Most subjects will be taught discretely in preparation for High School, however, cross-curricular links will always be sought and some topics/concepts will be taught in a cross-curricular manner. The aim is to bridge the gap in the learning expectations between Key Stage 1 and Key Stage 3.

The core subjects, Maths and English, will be taught four times a week in Year 3. Maths teaching and learning will use the 'Active Learn Abacus' scheme of work as a foundation and will be adapted to meet the needs of the pupils. The English curriculum will cover the full range of fiction and non-fiction text types and each year group will study at least two full novels; allowing the pupils to read work from a range of significant children's authors throughout the key stage.

R.E. will be taught for ten percent of the timetabled week and follow the 'Come and See' scheme of work; again being adapted where necessary to ensure it is meeting the needs of the pupils. Pupils take part in daily prayer time and have an active role in writing and sharing prayers. On multiple occasions during the week, pupils across the key stage and school come together for assemblies and hymn practise, as well as school masses on a number of specially marked occasions. The pupils' understanding and involvement in mass increases as they move through Key Stage 2 and reach important religious milestones, such as making their First Holy Communion in Year 3.

Science in each year group will consist of the topics set out in the National Curriculum and involve the teaching and learning of scientific knowledge and concepts, as well as developing the pupil's skills to work scientifically. As the pupils progress through the key stage they will develop their understanding of the importance of a 'fair test' and will plan and carry out increasingly more complex investigations.

Alongside the core subjects, the following foundation subjects will be taught: History, Geography, Art, Design and Technology, Computing, Physical Education, French and Music. These subjects are taught either by class teachers or specialist teachers from the High School.

Extra-curricular activities aim to enhance pupils' learning of the curriculum in Key Stage 2. This includes instrumental lessons being offered, as well as the opportunity to be a part of sports team and compete at Borough tournaments and events. School trips also play a vital role in enhancing the Key Stage 2 curriculum and year group partake in day trips linked to the topics they are learning about. In addition to day trips, pupils in Key Stage 2 have the opportunity to take part in residential trips which help to develop skills of independence as well as supporting the curriculum.

Planning

Lessons are carefully planned to take into account the needs and interests within the classroom, as well as to ensure that all subject areas within the national curriculum are covered.

Long Term

A long term plan demonstrates the overview of subject and topic coverage each term.

Medium Term

Medium term plans demonstrate the learning intentions and brief details of tasks including their links to the National Curriculum.

Short Term

Short term plans are produced weekly by the classroom teacher. They identify the learning intentions, for each activity, consideration of continuous provision and differentiation, as well as key questions, vocabulary and resources.

Overall the planning should ensure that the national curriculum is sufficiently covered, in a manner that reflects the interests and learning styles of the pupils. Whenever possible a cross-curricular approach is advocated, especially so as to subtly ensure phonics is integral to learning in Year 1 and develops with the needs of the children throughout their period of transition from the Foundation Stage to Year 1. As pupils move towards the end of Year 2, subjects may become more discrete as a preparation for their move into Key Stage 2. Lessons in Key Stage 2 are taught discretely, however cross-curricular links are sought wherever possible.

Where specialist teachers are used, planning will be developed alongside the class teacher to ensure all necessary topics of the National Curriculum are being taught and age appropriate targets are being met. Specialist teaching allows subjects to be sometimes taught in a greater depth than teaching by a class teacher would allow. Even when subjects are not taught by specialists, resources of the High School are still utilised, e.g. D.T. rooms and equipment for D.T. projects.

Differentiation and Challenge

Within all lessons the teacher will differentiate both the teaching and learning activities to match the abilities of pupils. This will be done in various ways depending on the task, learning intention and pupils, but specifically:

- By task
- By outcome
- By additional support

We encourage pupils to be reflective learners and provide opportunities within lessons for them to challenge and stretch themselves.

Teaching and Learning Styles

Teachers will use a variety of styles of teaching and encourage various means of learning so as to enable all pupils to access the curriculum.

- Visual
- Auditory
- Kinaesthetic

Teachers will also ensure that pupils have the opportunity to use a variety of learning styles, during:

- Individual tasks
- Group tasks
- Peer support
- Whole class work
- One to one sessions
- Independent tasks

Where a pupil's first language is not English, the school will, as far as practical, provide additional support for learning within the classroom. Pupils experiencing behavioural or difficulties which affect learning, will be supported by a Teaching Assistant, as well as the classroom teacher in order to access teaching. Furthermore, if specific needs have been officially identified, additional learning support may take place inside or outside of the classroom.

Assessment in Key Stage 1 & 2

Each academic year pupils will be assessed to see if they are meeting age related expectations as set out by the government. They will be assessed as working towards these expectations, working at, or

working above. Pupils assessed as working above expectations will have mastered age related expectations and have an in depth understanding of them. For pupils not meeting age related expectations, appropriate intervention will be put into place.

In Year 1, pupils will take part in a phonic screening check which test pupils on their ability to decode 40 words (20 real and 20 pseudo words). The outcomes of this screening check will be reported to parents and pupils who have not met the required threshold will be required to retake this check in Year 2. Appropriate intervention will be put in place to support pupils who have not met the expected standard.

In Year 2, pupils will sit statutory end of Key Stage 1 assessments in reading; spelling, punctuation and grammar; and mathematics. Scaled scores from these alongside teacher assessments will determine whether pupils have met the age related expectations.

How will teachers make judgements about attainment?

Following the decision of the Government regarding the removal of National Curriculum levels we have been implementing assessment materials from STAT Sheffield and this year move to an online system STAT online provided by Educater. The attainment of children in Years 1 - 3 will be assessed against the new National Curriculum, using the model of attainment steps found in the STAT online materials. Attainment steps, (see appendix 1) will replace the levels. Children progress through the steps as they master more of the National Curriculum statements. Teachers will use the STAT online software to track progress throughout the academic year. For each statement teachers will be required to make a judgement whether a child is beginning to develop that skill, progressing within it or has embedded that skill. The STAT assessments include some Key Performance Indicators which children must master before they can move on. These statements ensure that essential learning is secure and prevent gaps in learning from developing. The STAT online software should be used as a continuous assessment tool allowing teachers to build up pupils' attainment profile as they go along rather than half termly.

Please refer to ARR policy for further information

Display

Displays within the classroom should be purposeful and be updated regularly to reflect the needs of the pupils. We do not encourage the use of display as merely 'wallpaper'. There should be a balance of opportunity to promote learning within the teaching and learning environment and to celebrate pupils work. All pupils work should be valued within the displays but pupils will be encouraged to produce work to exhibit that is of their highest personal standard.

The Role of Parents/Carers

The College recognises parents/carers as the first educators of their children and will seek to work in partnership with them at all times. Parents/carers will be:

- Invited into school for special occasions such as assemblies
- Encouraged and welcomed to support pupil's learning in the classroom
- Encouraged to be involved in additional activities run for pupils, such as after school clubs or extra-curricular activities
- Offered appropriate and reasonable access to teachers and learning support assistants to discuss any areas of concern
- Invited to Parent Consultations and information meetings to discuss the progress of their son/daughter

Parents/carers are encouraged to support their son/daughter's learning through supporting and signing the Home-School Agreement.

Monitoring and Evaluation

Examples of ways by which we will monitor and evaluate the quality of the teaching and learning at our College are:

- Sampling work – both pupils' work and planning
- Learning walks
- Formal lesson observations
- Pupil voice interviews and lesson observations
- Staff voice feedback
- Regular line management meetings with both Key Stage Leaders and Director of Primary Learning
- Scrutiny of development plans