

# ARUNDEL COURT PRIMARY

## TEACHING & LEARNING POLICY



### INTRODUCTION

#### *'A POLICY FOR ALL SUBJECTS'*

At Arundel Court Primary we believe in lifelong learning and that learning should be a rewarding and enjoyable experience for everyone and most of all it should be fun!

Through our teaching and learning we equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We believe that appropriate teaching and learning experiences help children to lead happy, safe and rewarding lives and prepare them for their future.

*"Everything that is learnt at Arundel Court should be purposeful and memorable."*

### CORE PRINCIPLES FOR ARUNDEL COURT PRIMARY SCHOOL & NURSERY.

At Arundel Court we:

#### 1. Have set out steps so that pupils reach or exceed the end of key stage expectations in the new curriculum.

##### ***We do this by:***

- High quality first class teaching.
- Adapting the old curriculum to teach the new curriculum while keeping it exciting and purposeful to promote a love of learning.
- Continuous standardised assessment and pupil progress meetings (*how well are the children doing*).
- Ensuring children know and understand their next steps to success.
- Intervention support e.g. extra tuition, FFT, better reading, ECAR & ECAC, phonics programmes (*programmes to help children catch up*).
- Bilingual support.
- Smaller class sizes (*no more than 25 in a class from yr1 to yr6*).
- Extra TA support in each year group (4 TA's per year group)

**2. Have set out ways to measure whether pupils are on track to meet the end of Key Stage expectations.**

***We do this by:***

- 🌐 High quality first class teaching.
- 🌐 Purposeful marking which focus on 'WOW' and 'NOW' and quality observations in early years (*how to make it better*).
- 🌐 Tracking and evaluating each child's attainment and progress through matrices (*a tracking system*).
- 🌐 Continuous standardised assessment.
- 🌐 Moderation of books and learning journeys (*comparing children's work with peers*).
- 🌐 Replacing old National Curriculum levels with measuring how well children are doing compared to the new Age Related Expectations (ARE) for English and Maths at KS1 and KS2.

**3. Have set out ways to enable us to pinpoint the aspects of the curriculum in which pupils are falling behind and recognise exceptional performance.**

***We do this by:***

- 🌐 High quality first class teaching.
- 🌐 Purposeful marking which focus on 'WOW' and 'NOW' and using the windscreen model in early years (*how to make it better*).
- 🌐 Conferencing. (15 minutes, regular one to one time with the class teacher and child focusing on their work and how to make it better)
- 🌐 SEN support plans & person centred reviews including pastoral support and speech and language support.
- 🌐 We have a very strong pastoral team which support children with emotional and behavioural needs as well as parents and carers when needed.
- 🌐 Quality feedback marking
- 🌐 Challenging more able children
- 🌐 Continuous standardised assessment and pupil progress meetings. (*how well are the children doing*)
- 🌐 Setting individual and achievable targets.
- 🌐 Praise assemblies.
- 🌐 Half termly governor shield awards for Writing.

#### 4. Support teaching & learning by planning for all pupils.

***We do this by:***

- 🌐 High quality first class teaching.
- 🌐 Differentiated planning to meet the needs of all children.(e.g. setting work for children who are very able)
- 🌐 Identifying the tipping points in a child's learning (teaching the most important things to move children's learning on)
- 🌐 Quality resources to support children's learning including the use of ICT and adult support.
- 🌐 Planning for children's interests especially for boys.
- 🌐 Adapting teaching to suit children's learning styles
- 🌐 Adapting the old curriculum to teach the new curriculum while keeping it exciting and purposeful to promote a love of learning.
- 🌐 Setting into ability groups, when appropriate, for English and Maths.
- 🌐 Differentiate success criteria and learning objectives when needed.

#### 5. Report regularly to parents and carers and, where pupils move to other schools, provides clear information about each pupil's strengths, weaknesses and progress towards the end of Key Stage expectations.

***We do this by:***

- 🌐 Early years home visits
- 🌐 Parent sessions (parents and carers join their children in the classroom)
- 🌐 School reports to parents and carers twice a year.
- 🌐 Transition meetings between year groups within school and across schools to share information about the children.
- 🌐 Having an open door policy where parents and carers can see their teacher of leaders without an appointment.
- 🌐 Having a school website, Facebook account and a texting service to keep parents and carers updated.
- 🌐 Providing a termly curriculum newsletter sharing with parents and carers what is being learnt.
- 🌐 Belonging to the 'Heart of Portsmouth' cluster for schools which support each other particular around children moving from school to school within the cluster.
- 🌐 All data, school books and relevant information is shared with schools when children move to another school.
- 🌐 Working in partnership with Social care, the police and many other agencies within the city.

**PLEASE NOTE:** These lists are not exhaustive and many of which fit into more than one of our core principles.

## SKILLS TO TEACH OUR CHILDREN

- To be...Literate and numerate
- To have...the basic skills
- To be...Inter-dependent
- To be....Resourceful
- To be a...Risk taker
- To use...Questioning
- To be a...Creative thinker
- To show....Awareness
- To able to....Communicate effectively
- To be...Adaptable
- To be ...Reflective
- To be an...Active listener
- To use ...Critical thinking
- To show...Resilience
- To be....Open minded



These are the skills that employers are looking for. We need to ensure we teach our children these skills so that they will be able to go out into the wider world and be successful.

## OUR VALUES



Our values are what make Arundel Court special.

Our values are embedded within our school and within our teaching and learning.

***For example:***

- **To have high expectations means...** that the quality of work that children produce should be of the highest quality and the lessons that our staff deliver should be the best we can give.
- **To be safe means...** that the learning environment should be welcoming, purposeful and safe where children are able to learn and staff are able to teach, without worry.
- **To be part of a team means...** that staff work together to offer the children an exciting and purposeful curriculum and children are given opportunities to develop their skills as team players. A lifelong skill.
- **To be respectful means...** that children and staff learn to respect one another and this is embedded within our curriculum using for example SEAL and PSHE.
- **To be included means...** that every child matters. We include every child within every lesson no matter what language, culture or ability they may have or be. We differentiate accordingly.
- **To be independent means...** that every child has opportunities for independent learning and is given the resources and the environment to do so.

This is just a snapshot of our values within our lessons. Signing up to our values within our teaching and learning environment will enable our children to be lifelong learners and great citizens

## **EPIC TEACHING**

**'EPIC'** is what we like to see in our Teaching & Learning.

All lessons should have parts of **'EPIC'** in them no matter what lesson is being taught.

## What is EPIC?

**E= Excitement & Enjoyment** *e.g. active, not passive learning with practical, hands on activities. It needs to fun and purposeful to get children switched on and interested.*

**P= Pace & Progress** *e.g. do not go over too many examples, allow pupils to try themselves. Clear routines especially in change over times; don't waste time on unnecessary lining up, fingers on lips etc*

**I= Involvement, Included & Independence** *e.g. planning relevant to ability, use additional adults to divide into smaller groups when appropriate. Learning needs to have opportunities for decision making, problem solving, and thinking for themselves and have opportunities to work autonomously.*

**C= Consolidate & Challenge** *e.g. Ensuring children understand and can put into practice what they are learning, maintaining pressure on pupils for whole lesson and ensuring they produce good quality work especially when written in books.*

## MARKING

What does **marking** look like?

Marking **NOT** do be done using highlighter or red pens.

**Initial every piece of work for English and Maths.**

- Topic in KS1 is initialled at least.
- Topic in KS2 is initialled when it is a piece of writing which has been drafted.
- **Written comment for English & Maths** (*Topic when appropriate*)
  - **Early years:** a comment is made as to what the child can do
  - **Year 1:** use DWP (discussed with pupil) with word showing what was discussed *e.g. capital letters.*
  - **Year 2- Year 6:** *where appropriate*
    - Use observational comments
    - **Green for Great, Pink for Think** *e.g. 'Wow' and 'Now'....* ● ●
    - Each child should have a **Pink for Think** comment at least once a week on average.

- **Pink for Think** could include (e.g.):
    - a next step
    - now try this
    - a challenge
    - a reinforcement
    - addressing a misconception.
- **Secretarial marking:**
  - **Orange highlighter** used for 'nagging' punctuation and spelling with **possibly** the child correcting spelling or punctuation error depending on the child's needs.
- **Success Criteria:**
  - **Teacher/TA** to complete the SC grid when used.
- **DWP** (Discussed With Pupil)
  - Use DWP (discussed with pupil) with **word** showing what was discussed e.g. capital letters.
- **Photo evidence:**
  - To have a comment explain the image used.

## PLANNING

What does **planning** look like?

- **Format:**
  - Maths: Use the agreed school format in: **staffshare/numeracy**
  - English: Use the agreed school format in: **staffshare/literacy (to be discussed further)**
  - Guided Reading: Use the agreed school format in: **staffshare/literacy (to be discussed further)**
  - Topic: Use the agreed school format in each year group: **staffshare/? (to be discussed further)**
- **Saved planning:**
  - Both schools curriculum plans/curriculum plans..... (to be decided in staff meeting)

- **Success Criteria Grids for year 2 to year 6**
  - Use the new format
  - Use when appropriate
  - Early years and Year 1 to use a sticker.

### **At Arundel Court we have three forms of planning**

1. **Long term plans:** this plan gives an overview of the topics that are covered through the course of the year. This plan includes the hooks and outcomes for each topic taught.
2. **Medium term plans:** This is a half termly plan which is also shared with parents in the form of a curriculum newsletter. There are also medium term plans written by subject leaders which indicate when learning activities will be taught in the half term and show progression of the key skills.
3. **Short term plans:** These are the weekly plans for Literacy, Guided reading and Maths. Foundation subjects (including science and ICT) and topic plans will be planned using a weekly timetable. The weekly plans for literacy, guided reading and maths should be saved on staff area for all staff to access.

**RAP:** We also have a Raising Attainment Plan (RAP) and a School Improvement Plan (SIP) on schoolcentre.net. These plans are whole school plans whereby the RAP is focused on English and Maths and is used as a plan to improve attainment and progress across the schools.

**The SIP** (schoolcenter.net) is used by all subject leaders and is an online programme whereby subject leaders write up their action plans for the year and evaluate how well their subject is progressing.

## **TRACKING ASSESSMENT AND PROGRESS**

What does **assessment** tracking look like?

We are developing our tracking system which is still in its early stages. So far we use a Matrix system which tracks attainment and progress against the new curriculum objectives. This tracking system can be found on staff share.



## CLASSROOM ENVIRONMENT

What does **classroom environment** look like?

- A neat, safe and tidy, yet purposeful, learning environment.
- Appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning.
- Displays which support our learning e.g. literacy and numeracy working wall
- At KS2
  - Evidence of rewards gained by our pupils through team House Points.
- At KS 1 and early years
  - Our Golden Rules and behaviour management systems clearly displayed.
- Our values with all staff and children signing up to them are displayed.
- A planning board with the weeks up to date planning.
- A bright and inviting book area.
- An environment that is conducive to learning e.g. a fantastic role play area in EY & KS1 or a bright and attractive area which supports the topic being taught.

## DIFFERENTIATION

What does **differentiation** look like?

Differentiation should be seen in all lessons and examples are:

- By outcome
- By activity
- By adult support
- Using apparatus & resources to support learning
- Differentiated Success criteria grids e.g. extension section
- Number & strategy
- Questioning
- Targets and expectations
- Provision e.g. change of setting
- Challenge for more able
- Setting
  - Maths is set from year 2 to year 6 e.g. Top then parallel.
  - English is set only in year 2 and year 6.
  - Phonics in Early years, years 1 & 2

## HOMEWORK

What does **homework** look like?

- **Early Years and Year 1: (to be agreed)**
  - Reading regularly.
  - Tricky words and topic based words.
  - Maths e.g. number bonds.
- Year 2 to Year 6
  - Reading at least 3 times a week and complete home reader.
  - A piece of English and Maths weekly which can include spelling and tables.
  - Projects are optional and agreed by the year team (Topic Linked).

## REPORTING

What do **reports** look like?

- Reports to be sent to parents in:
  - April: a detailed report focusing on all subjects.
  - July: a short report focusing on English and Maths and an overall comment.
- Reports to comment on ARE (Age Related Expectations)
- Year 1 to report on Phonics screening
- Year 2 and Year 6 to report End of Key Stage SAT results.
- Reports to be found in [staff share/assessment/school reports](#)

## MODERATION

What does **moderation** look like?

- Moderation by:
  - Cluster of schools
  - Whole school
  - Across phase
  - Year group
- When books are moderated, a moderation sticker is completed and placed in the book.
- Book looks to be completed by subject leaders, senior managers and year leaders as part of their monitoring schedule

- A book look feedback sheet is to be completed and given to the teachers as part of their evidence gathering for

## CONFERENCING

What does **conferencing** look like?

Targeted children are conferenced on a regular basis. They are given quality, one to one, time with the teachers to look at what they are doing well at in writing. From there they are set up to three very specific targets which are revisited in two weeks' time. This goes on as long as the child needs it.

## BOOKS & LEARNING JOURNEYS

**Evidence of the marking policy to be followed.  
There is a high expectation set for the presentation of children's work.**

**What do books/learning journeys look like?**

- **Early Years:**
  - Learning stories - a large observation on each child
  - Photos and observations which are annotated
  - Maths and English book in year R
  - Focused and child initiated observations
  - White board work photocopied and put into books and learning journeys
- **Year 1**
  - Date (long or short depending on the age)
  - Learning objective
  - Success criteria sticker (when necessary)
  - Focused and child initiated & independent work
  - White board work photocopied and put into books and learning journeys
  - Work stuck in by children and adults

- **Year 2 to year 6**
  - Date (long or short depending on the age)
  - Learning objective
  - Success criteria (when necessary)
  - Pen to be introduced in years 3 & 4 from September 2015
  - In year 6, all children to be using pen (not maths)
  - Draft books to be used for topic in KS2

## MONITORING TEACHING & LEARNING

Teaching and learning is monitored on a regular basis by the senior management team and subject managers. This is done through formal lesson observations, learning walks, work scrutinies, planning scrutinies, talking to the children, Ofsted, Quality assurance visits from the LA, Phase leaders feedback, SMT meetings, subject leaders monitoring.

A monitoring schedule can be found on our Raising Achievement Plan (RAP) and on Schoolcentre.net (our School Improvement Plan)

## GOVERNING BODY

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's reports to governors.

## THE ROLE OF PARENTS & CARERS

We believe that parents have a fundamental role to play in helping children to learn.

We do all we can to inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school (Curriculum News)
- Holding termly parents' evenings to discuss their children's progress
- Sending two annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

### **We would like parents to:**

- Ensure that their child has the best attendance record possible (at least 95% and above)
- Ensure that their child is equipped for school with appropriate clothing and correct PE kit.
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general.
- Support the school by signing up to the schools values in our homes-school agreement.

Chair of Curriculum and Standards Committee \_\_\_\_\_

Chair of the Governing Body \_\_\_\_\_

Date Agreed:

Date For Review: