



Pinfold Primary

'Learning is our passion'

'Small but mighty!'

Teaching and Learning Policy 2020

Head: Claire Tjaveondja

Chair of Governors: Nicola Jackson

(To be used in conjunction with our Presentation and Expectations Policy)

Curriculum Overview

At Pinfold Primary School, we strive to ensure that all children feel happy, safe, secure and truly valued as individuals in our school family. Our vibrant and exciting curriculum embraces the community in which we are situated, recognising local history, heritage, geography, business links and, most importantly, the aspirations of all our children. High quality, personalised learning opportunities enable our children to thrive, providing them with the necessary experiences and skills to achieve their full potential. Our values and ethos provide a nurturing approach to developing the whole child, instilling in our pupils a love of learning that extends beyond their primary years, equipping them with the skills for their future and developing them as creative, responsible and self-aware individuals.

We place strong emphasis on the social, moral, spiritual and cultural development of all our pupils and plan our curriculum to ensure all children have a vast range of experiences from paddling in the ocean and being buried in the sand to visiting a mosque, or going to a ballet or a circus. Thus discussions and philosophising's are relevant and have impact. Our school community has identified a clear set of values that underpin expectations for behaviour for all members of our school family, promoting positive behaviours for learning and creating a positive learning climate across school.

As a team we have written comprehensive curriculum overviews for every subject to ensure knowledge and skills from the National Curriculum and Development Matters are all covered and that our skills are taught cumulatively and in a meaningful way. Thus ensuring learning is committed to long-term memory and skills can be applied across the curriculum to problem solve and think critically.

English lessons throughout key stage two are planned from a range of high quality texts, film clips, or current affairs to engage children in their learning, covering a broad range of genre and text-types. In key stage one, teaching and learning in English is planned around the topic being covered in the foundation subjects. A strong emphasis is placed on 'Writing for Real' - giving children a real-life purpose for their writing in order to engage and enthuse. The teaching of grammar, punctuation and spelling is embedded within English lessons and is also delivered discretely to support pupil progress in these basic skills. Reading for pleasure is promoted throughout school, with regular opportunities for pupils to read independently, in guided groups and in whole-class novel sessions.

Teaching and learning in mathematics is based on Lancashire Key Learning in Mathematics planning documents, ensuring full coverage of the programmes of study from National Curriculum 2014 for each year group. An emphasis on deep learning underpins approaches to the teaching of mathematics so that pupils are secure in their conceptual understanding before being moved on to new content. Opportunities for pupils to use and apply their skills to real-life contexts are regular features of the daily maths lesson. Discrete problem solving lessons take place weekly for all year groups.

The foundation subjects and science are taught through a termly or half-termly whole school topic with particular subjects forming the key learning for each topic. Computing is taught discretely and through cross-curricular application of skills. We ensure pupils also have regular opportunities to apply their learning in Maths and English across the curriculum. Moving forward we intend to increase our children's critical thinking developing enquiry based learning, mixed with the Forest School Approach. This will be achieved incrementally. We have begun by carefully designing and building a new learning environment. We have one member of staff part way through Level 3 Forest School Leader training and another enrolled on the course.

School are beginning the process of embedding the principles underpinning the 'Characteristics of Effective Learning' outlined in the Early Years Foundation Stage: Playing and Exploring; Active Learning; and Creating and Thinking Critically. We are doing this by: developing a more enabling and communication friendly learning environment; through our sensitive interactions with children; our sustained shared thinking and via our cumulative curriculum from Nursery to Year 6. We believe that it is through these principles that we will truly engage, challenge and motivate our children, providing them with the opportunities that inspire and fill them with the love of learning to ensure they become life-long, successful learners and so they can find a happy and productive place in this tricky modern world.

We intend to embed these three characteristics:

1. **Active learning** - persevering, achieving, concentrating.
2. **Exploring** - finding out, enjoying challenge, using what I know.
3. **Thinking** - being creative, making links, planning

Teaching and Learning Policy Aims

Through the above approach, the school will work to develop a culture where children:

- Enjoy learning
- Develop positive, growth mindsets
- Feel confident to take risks and recognise mistakes or errors as opportunities to learn
- Show resilience and perseverance in their approach to learning

- Set themselves high expectations in all aspects of school life
- Be kind, sensitive and develop a feeling of responsibility towards each other and our world

All adults working in school will:

- Model positive attitudes to learning and high expectations
- Re-inforce the three characteristics
- Engage in open ended questioning and sustained shared thinking with each other and children
- Work flexibly and have the confidence to act upon children's needs and interests to achieve deep learning
- Establish positive working relationships with all children
- Create an inclusive learning environment in which all children are treated fairly with kindness, respect, encouragement and praise for all.

This learning culture should be actively promoted by all staff, with the basic learning principles referred to regularly and reinforced through teaching and learning activities and both oral and written feedback.

Effective Learning

Learning opportunities should incorporate a range of strategies in order to accommodate the varied needs of all learners and engage children in learning. These may include:

- Whole class, group, paired and individual activities
- Investigation and problem-solving activities
- Research tasks
- Activities which require the use of concrete resources to aid learning
- Entry tasks
- Use of IT including visual images, film, interactive teaching resources
- Outdoor learning
- Educational and experiential visits and visitors
- Open-ended activities
- Debates, discussions and oral presentations
- Physical activities
- Creative / imaginative play
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Children should understand that individuals learn in different ways. They should develop an awareness of their preferred learning style, review the way they learn and be

supported to overcome challenges in their learning. We also need to be aware that children need to strengthen their ability to learn in other ways.

Effective Teaching

Adults will

- Have high expectations
- Model and relish varied and elaborate language
- Listen carefully and value what children say
- Use open ended questioning
- Use children to demonstrate their learning 'as teachers' to their peers
- Set up situations so we can recognise and address misconceptions
- Allow time to address misconceptions
- Pose questions in response to misconceptions and give children time to think a theory through
- Perhaps change planning to allow for these misconceptions to be corrected, consolidated and built upon
- Record significant comments made by children during learning to evidence deep learning or misconceptions to be addressed

Robust and meaningful Assessment for Learning (AfL) is integral to our approach to teaching and learning at Pinfold. It involves the use of ongoing formative assessment in the classroom to raise pupil achievement (see Assessment Policy for further details). The outcomes of this assessment of pupils' understanding should be used to inform teachers' planning and allow for a clear progression in skills.

Key features of all teaching activities:

Objectives should be:

- Clear and focused - based on skills and learning rather than task.
- Based on the LAPS and as outlined in the Lancashire Key Learning documents for each subject.
- Displayed clearly, in the format: 'To....'
- Discussed and explained / explored.

- Based on the outcomes of AfL and prior attainment / achievement.

Success Criteria should:

- Be identified by the teacher during the planning process, though emphasis should be placed on allowing the children to generate success criteria during the lesson. The teacher should prompt / question the children if particular SC are missing from the children's list.
- Outline the steps or features needed for the children to be successful in meeting the learning objective.
- Be displayed and referred to during the lesson.

Identified Outcome:

Staff delivering the teaching input should have a clear idea as to the intended outcome of the session as well as what form the evidence of children's learning will take.

Assessment for Learning strategies: a range of AFL strategies should feature during all teaching activities, including:

- Entry tasks
- Effective questioning to challenge, deepen understanding and promote higher-order thinking
- Checkpoints
- Plenaries / mini-plenaries
- Pupil self- / peer-assessment - as appropriate to pupil age / ability.
- Staff should develop pupils' ability to self- and peer-assess through appropriate guidelines and modelling techniques
- Adults need to make skilled interjections to ensure they do not give children answers but provoke thought and know when to skilfully impart knowledge
- Opportunities for pupils to generate their own questions and questioning techniques.

Challenge for all

- Sufficient challenge should be embedded within the lesson. This should be planned for with reference to all pupils in the class.
- Challenge may be achieved through select use of resources, nature of tasks, time, balance of adult support and intended outcomes.

Adult input should:

- Be planned carefully and collaboratively during the planning phase in order to maximise engagement, challenge and accessibility of tasks
- Maintain pace within the lesson
- Provide a facilitative approach to learning rather than being directive

- Reflect on, and respond to, the outcomes of ongoing AfL
- Be flexible and creative according to the learning taking place, e.g. provide different inputs for groups in line with the small group approach to learning necessary for mixed-age classes, provide different start times, or vary the lesson structure depending on the nature of tasks and intended outcomes

Feedback and Marking

- Can be oral and / written or visual (video clips)
- Must be related to the LO and SC, identifying success and areas for improvement
- Should be diagnostic, identifying what children need to do to move forward in their learning, perhaps setting a further challenge or a new challenge
- Should refer to children's personal targets for the subject and spelling / punctuation / grammar expectations.
- Opportunities for children to respond to / discuss marking and feedback comments should be built into following lessons.

See Pinfold Marking and Feedback Policy for full details

Target Setting

- All pupils should have clear targets for development in their knowledge, skills and / or understanding in maths and English. These should be established with the children, be personal, meaningful and attainable, displayed, (if appropriate) and regularly referred to and updated. Opportunities for pupils to work towards these targets should be provided in other curriculum areas
- Targets should be identified during Pupil Progress Meetings and outlined on the whole school provision map following the 'assess, plan, do review' approach
- Regular target reviews should take place, with the child contributing to this review
- Children with identified SEND will have other personal targets outlined in their Targeted Learning Plan (TLP) but also a sensitive one for the wall. Reviews will follow the processes outlined in the SEND policy
- Targets should be shared with parents during parents' evenings and as and when achieved if possible. Advice / support should be provided regarding how parents can support their child's progress towards achieving the targets

Learning Environment

Features of a high quality-learning environment:

- Promoting independence and enquiry
- Promoting equal opportunity
- Celebrating children's immediate achievements

- Giving children ownership: pictures of families etc.
- Well-organised, stimulating and vibrant classroom environment
- Clearly labelled using recycled non-single use plastic where appropriate
- Comic sans or Lucinda sans cursive throughout, except for pdf and environmental print that has been carefully thought through, for example 'ASDA'
- Displays support progress in learning - working walls should represent the learning that is taking place and should provide appropriate prompts, scaffolds and models to aid learning
- A clear emphasis on the core skills of reading, writing and maths
- Somewhere that reflects our ethos, vision, growth mind set, behaviour and rewards
- Displays are changed / updated regularly to reflect current learning

Additional adults

Teaching assistants and other adults are deployed throughout the school to support learning as effectively as possible. Additional adults will:

- Be involved in planning with the class teacher
- Be eager and keen to professionally develop and join in with the whole of school life
- Liaise with the class teacher regarding individual pupil targets and learning needs and successes
- Support learning and pupil progress
- Provide a teaching input to small group activities
- Implement agreed behaviour management strategies in line with the school behaviour policy.
- Promote children's independence and the school's values

Subject Leaders

Subject leaders are responsible for:

- Monitoring progress and attainment trends for individuals and groups of pupils in their subject area
- Monitoring standards in their subjects through lesson observation, book scrutiny and pupil interviews in line with the whole-school monitoring calendar
- Developing action plans based on the outcomes of data analyses and monitoring activities

- Leading policy development and keeping up to date with developments in their subject areas locally, nationally and internationally
- Ensuring subject resources are relevant, updated, well-maintained and organised

Parents and carers

At Pinfold we recognise that parents are the child's first educator. We value the vital role parents can play in their child's learning and development. We promote partnership and work closely with the child, parents, carers and any other professionals who may be involved in the child's education. Parents are informed of their children's attainment and achievement through:

- Regular parents' evenings in which progress, targets, support and advice are discussed. Strategies how parents and carers can develop and support their child's learning at home are shared.
- Termly written reports which outline the progress and attainment that has been made during that term. Targets for development are also included.
- Communications regarding homework - these are available on the school website, in the homework policy and in children's homework books.
- Parents are given practical ways of supporting learning at home.
- Family learning events, either through an external provider such as Lancashire Adult Learning or held by school itself, in which the value of learning together through a supportive parental approach are promoted.
- Informal discussions as appropriate regarding pupil progress or attainment initiated by school staff or parents themselves.
- Regular newsletters which outline topic themes and key learning for the forthcoming half term, with ideas to consolidate learning at home.

Governors

The Standards and Effectiveness Committee of the board of governors 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.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- 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.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's approaches to teaching and learning through the school's self-evaluation processes. This will include reports from subject leaders, reviews of action plans and the termly Head teacher's report to governors.

Monitoring and Evaluation

The monitoring of standards in teaching and learning follows a 360° approach which includes outcomes from:

- Lesson observations
- Book scrutinies
- Planning scrutinies
- Learning environment walk-throughs
- Writing and maths moderation, including external moderation with other schools
- Pupil conferences
- Data analyses
- Subject leader monitoring through a unit of work

Outcomes from all monitoring activities are compiled to provide an overview of standards regarding the quality of teaching and learning in each class. Feedback from monitoring activities provides staff with agreed areas of strength and areas for development. Support strategies to address identified areas for development will be agreed with individual members of staff. These may include peer support, observations of good or outstanding practice or CPD opportunities.

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