



# St George's Beneficial C of E Primary School

## Learning and Teaching Policy

To be read in conjunction with subject documents on intent, implementation and impact.

### Organisation

Early Years – 2 classes combined Nursery and Reception

KS1 – 2 classes in each Year group: Y1 & Y2

KS2 – Split in 2 phases Upper and Lower Juniors; 2 classes in years 3, 4, 5 and 6.

### School Aims and Implementation

School aims to provide children the opportunity to achieve their best academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Through our core Christian values of hope, courage and respect, where effort is valued and success celebrated.
- Enabling children to become active, responsible and independent learners in addition to becoming caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality curriculum entitlement and a high quality learning environment.
- Promoting an effective partnership with parents and the wider community.

### Teaching and learning style

We recognise that our children have differing abilities, so we provide suitable learning and opportunities for all children by matching the task to the ability of the child, for example by;

- Setting tasks which are open-ended and can have a variety of responses.
- Providing resources of different complexity, adapted to suit children.
- Using classroom assistants to support the work of individuals or groups of children.
- Differentiating by outcome but ensuring depth and consolidation of objectives.
- Providing adaptations and scaffolds to enable to achieve with a level of independence.

### Planning

Using the Jigsaws and schemes of work, staff plan for progression in all subjects to ensure challenge. Through medium and short term planning, staff identify ways to extend and deepen learning. We have some purchased schemes such as Leslie Clarke's phonics program, Charanga, Get Set for PE, Understanding Christianity, The Living Differences and Sigma Science. As well as schemes we have written over the years in response to knowledge of our pupils, context and learning objectives to ensure NC coverage.

### Curriculum Planning

#### Long Term Planning

Our 'Whole School Curriculum Map' and phase producing termly jigsaws which plot the content covered from reception to Year 6 for each individual year group and each curriculum area;

It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

#### Medium Term Planning.

For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.

For mathematics we use aspects from White Rose Scheme, in literacy the T4W approach has been developed in line with the expectations set of the 2014 Primary Curriculum

In the Foundation Stage, our medium term plans are based on guidance within the Development Matters.

#### Short Term Planning

These plans identify the learning goal, steps to success, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.

DR planning takes the form of weekly power points and termly skills overviews.

### **Cross Curricular**

Opportunities are used to draw links between experiences and a range of activities across subjects to enable children to apply and use skills in a variety of real life and academic contexts.

### **The Lesson: Good Practice**

The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at St George's Beneficial C of E Primary School. These apply to learning and teaching in every curriculum subject area.

Highly effective lessons are well structured, have appropriate pace and are open and flexible to meet the child's learning styles. Small steps are productively planned in.

What good learning looks like ?

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.
- Resilience and perseverance are developed within the child

What good teaching looks like?

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- Are reflective regarding their professional practice and the overall provision the School offers.

- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

Specific pedagogy used in teaching and learning: -

- Oracy
- T4W – Literacy
- Maths:- Concrete , Pictorial, Abstract
- Reading: - Synthetic phonics, DSR, DR

### **Children, parents, governors, support staff, volunteers**

Leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;

- i. Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either school or parents/carers;
- ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
- iii. Inviting parents into school so that they can share their expertise in order to support children with their learning;
- iv. Liaising regularly with parents and carers in a variety of ways including; sending home celebrating Study Bugs, newsletters and postcards, home/school communication books and reading diaries;
- v. Parents/carers, children and a member of school staff all sign a Home/School Agreement in order to establish the roles, rights and responsibilities of all members of the school community.

### **Parents/Carers**

- vi. The school aims to involve parents/carers in their children's learning as much as possible.
- vii. Parents/carers have the opportunity to meet with the child's class teachers at least three times a year at parents meetings and receive a summative report during these sessions.

### **Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy).**

We assess children's work in all subjects by making informal judgements as we observe them during lessons and through marking diagnostically. Assessment is based upon the child's ability in understanding knowledge and demonstrating skills at an age- appropriate level.

On-going Assessment for Learning (AFL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Marking of children's work against the shared Learning Objective and diagnostically (regularly in line with school expectations and the National Curriculum).

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the accountability process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

### **Accountability**

Leaders at all levels, and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, the School's 'Accountability' structure and on-going classroom assessment and feedback. This will involve leaders at all levels and teachers engaging in the following activities and affecting practice accordingly;

- i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
- ii. The regular assessment and tracking of children's standards and achievement in Reading (phonics Y1), Writing and Mathematics in Years 1-6 in relation to individual targets set;
- iii. The regular evaluation of progress shown by all children in Years 1-6 (in the areas noted above) through discussion between senior leaders, including the SENCO;

- iv. The regular monitoring of progress in Foundation Stage from Baseline plus establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile 2023;

Class teachers regularly assess children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process.

Teachers provide encouragement, praise and rewards for the effort, outcomes and progress the children make, referencing the school's learning behaviours.

Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process.

Children become increasingly involved in assessing their own and others' learning and taking appropriate actions to develop this e.g. self-assessment against the lessons learning steps to success.

Teachers liaise with the SENCo in the formulation and implementation of any intervention programme including children's Individual Education Plans (IEPs) and evaluating the impact of these on the children's learning.

### **Additional Provision**

#### **SEND**

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them. With the right teaching that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these pupils can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

NTP funding has been used to support those identified requiring catch up to keep them on track with their peers. These children are not necessarily children with SEND.

#### **EAL**

Teachers take account of the needs of pupils whose first language is not English. Monitoring of progress takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be in advance of their communication skills in English. Teachers plan teaching opportunities to help pupils develop their spoken and written English and should aim to provide the support pupils need to take part in all subjects. If children are new to English, additional support with BLAs will be provided and planned for.

The Portsmouth Pathway is used to record understanding, speaking, reading and writing acquisition and progress for those new to English.

### **Pupil Premium**

St George's deploys pupil premium to accelerate the progress of children

- who have qualified for Free School Meals at any point within the last 6 years
- whose parents serve in HM Armed Forces

St George's claim pupil premium from the Virtual School for children who are 'Looked After' by the Local Authority

We detail the support that has been provided through PPG subsidy on our website. St George's may deploy this resource to benefit a wider group of children (e.g. an intervention group which includes 1 or more children in receipt of the Pupil Premium) where outcomes are likely to be better through the inclusion of other children.

### **Sports Pupil Premium Funding**

The government has provided additional funding to improve the provision of physical education (PE) and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. The school has used funding for CPD, a PE scheme, swimming for 3 year groups and specialist tuition.

#### **School Trips and Visitors**

Trips are organised during the year to support and complement the work in school and to promote links with the local community or to develop a concept. We aim to have a hook and outcome for every topic theme.

#### **Monitoring and Review**

The SLT and curriculum leads will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.

**Updated – March 2023**

**Review March 2025**