



## **TEACHING AND LEARNING POLICY**

Policy date: Spring term 2023  
Review date: Autumn term 2024

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## **Aims**

- To improve the quality of learning and pupil achievement.
- To ensure that the quality of teaching by all staff is consistently of a high standard in relation to the Teacher Standards.
- To establish across the school a culture of sharing best practices in respect of teaching and learning.
- To ensure consistency and progression in classroom provision.
- To provide agreed focus and criteria for monitoring and support in relation to teaching and classroom practice.
- To triangulate this policy, subject policies and the appraisal process.
- To strive to balance workload and wellbeing for staff.

The teaching and learning processes lies at the very heart of the school's vision of what it is we want to achieve. The nature and quality of classroom practice is a crucial factor in determining a pupil's achievement.

Embedding and building on the teacher standards, teachers and support staff receive excellent support to enable them to quickly achieve the high standards expected at TGPS. Ensuring consistency with our expectations is a key part of the work of senior leaders and subject teams. We promote a culture where good use is made of experienced staff as models, coaches and mentors for those with less experience or who need support.

At The Grange Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

## **Equal Opportunities**

We value the diversity of individuals within the school. All children at The Grange Primary are treated fairly regardless of race, gender, religion, abilities or disabilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's individual circumstances and range of life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We prioritise the safety and wellbeing of all pupils, nurturing them to become lifelong learners in an ever evolving society. At The Grange Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. It is the responsibility of all staff to ensure that safeguarding and attendance procedures (as set out in the policies) are followed to enable the successful implementation of this policy.

## **This policy is arranged under the following headings:**

1. Displays and Resources
2. Conditions for Learning and Classroom Environment
3. Routines
4. Expectations

5. Layout and Presentation of Pupils' Work
6. Planning
7. Teaching
8. Homework
9. Weekly timetable expectations

### 1. Displays

There should be display borders and explanatory labels linked to learning objectives. Each subject, including the pastoral team, has a minimum of 1 board allocated to them. Boards throughout the school should showcase progression of a broad and balanced curriculum. Each board should be clearly labelled with a subject heading with lettering of a high standard. Work on display should be updated regularly and reflect the high standards expected in the school.

TEACHER'S CHECKLIST		
NO.	DISPLAYS IN ALL CLASSROOMS	TICK
1	English working wall, including resources and prompts relevant to current teaching	
2	Focused vocabulary that pupils will be coming across either through reading, topic etc	
3	Reference on the English display to reading, writing and spelling/phonics	
4	Grammar laundry	
5	Maths working wall including resources and prompts relevant to current teaching and TT Rockstars times tables tracking	
6	Class Target and Ladder alongside the agreed class charter (using the scroll from Jigsaw)	
7	One board dedicated to the topic of study at that time; the topic board should consist of key questions generated by the children and corresponding answers as these questions are answered (including 'post-its').	
8	Core subject targets and bead display accessible to children and updated regularly	
9	Visual timetable (Autism A6 B&W timetable)	
10	Science flower	
11	Online, internet safety poster	
12	Voice prompt	
DISPLAYS SPECIFIC TO FOUNDATION STAGE		
1	The school's behaviour management strategy of Sunshine and Clouds clearly visible	
2	Days of the week and months of the year (interactive)	
3	Photos of the children on display	
4	Samples of children's work to be displayed	
5	English and maths displays (as mentioned above) should be displayed through working areas, resources and task activities	
6	Kind hands and feet	
DISPLAYS AND PROMPTS VISUAL SPECIFIC TO KS1 AND KS2		
1	Reading Chart – to be used for weekly reads	
2	Reading Skills (fixed to wall)	

3	CBA – Challenge, Build, Accept (fixed to wall)	
4	Thinking keys – to be referred to (fixed to cupboards)	
5	The school's classroom management strategy (Trackit Lights) visible on the interactive board.	
6	French date displayed (KS2)	
7	The focus R character plaque indicated with <b>a star</b> – to be used consistently	
8	Bubble time sign up sheet – to be accessible and used by the children (fixed to wall)	
9	Maths and English display to have evidence of peer critique - 'This work is good and could be even better if...' – example of a pupil's work is to be used	
10	Date and R focus plaque to be updated daily	
11	RAG pupil self assessment prompt plaque	

No school rules should be on display. The children should know them without any visual prompts. It is the responsibility of the class teacher to ensure that all children know the 4 rights to be introduced/reminded at the beginning of EVERY half term: **safe, happy, respectful, ready to learn.**

Washing lines in classrooms should be strung between the two tall radiators, or another suitable location, and should show teaching progress etc. either for English or Maths or both.

A resource flip display folder should be visible to all children with visual teaching and learning prompts. Further prompts are to be made available to pupils in the learning zone or on their tables:

No.	Item	Flip book	Available on tables/ learning zone
<b>Foundation Stage</b>			
1	Sound mats		x
2	Number lines		x
3	Punctuation prompt hands		x
4	HFW prompts		x
5	Fantastics lenses		x
<b>Key Stages 1 and 2</b>			
1	An equipment tray and pencil cases		X
2	Marking policy	X	
3	Mini reading rainbows		X
4	Pupils' Home-School Links Books		X
5	CFSS ( <b><i>Capital Letters, Full Stops, Spellings and Sense</i></b> ) reminder	X	X
6	Maths aids specific to year group/ lesson		X
7	A self assessment tool e.g. Traffic light cups/smiley face keyrings		X
8	Your /you're and their/ there / they're prompts	X	

9	High Frequency word mat	X	
10	Grammar aids specific to year group/ lesson		X
11	Times Table aid	X	
12	'Do you make these mistakes?' prompt	X	
13	PEE prompt and 4 comprehension skill reminders	X	
14	WINK reminder	X	
15	Levels of distraction prompt	X	
16	Learning pit prompt	X	
17	Have you finished? Prompt	X	

## 2. Conditions for Learning and Classroom Environment

Our school RIGHTS are to be: ***safe, happy, respectful and ready to learn***. The classroom environment, along with the whole school environment and curriculum storage, must be tidy and organised at all times.

### **The Learning Environment in the Foundation Stage**

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

At The Grange Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

In the Foundation Stage, resources should be clearly labelled and readily accessible to all staff and children. Pictures and photos should be used to create the labels as well as words. Activities and areas should be kept tidy and children should be taught routines for how to care for resources and equipment (in line with the school rule/right of respect).

### **The Learning Environment Across the Whole School**

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school. The physical environment, in which children's learning takes place, should be one which supports and enhances their learning. As a school, we will have classroom environments and displays that support the child, Learning Assistant and Teacher in the learning process.

In Key Stage 1 and 2, resources should be clearly labelled and readily accessible to children. Specific resources should be available on children's tables or on a class 'help desk/ learning zone'. Resources in these areas must contain only relevant resources and equipment to aid learning. Concrete, manipulative resources should be used as much as possible especially in KS1. Each classroom should have a time out space available with a time out table chart visible to support children in calming down.

Each classroom must:

- be tidy and organised, modelling high expectations of an orderly environment
- Consider the use of calming music during specific tasks to promote a calm learning environment
- use Brain Gym activities/GoNoodle/CBeebies/Super Movers/Grammarsaurus and water breaks to re-engage pupils
- operate BUBBLE TIME which consists of 3 minutes x 2/3 pupils any available time during the day to support in building positive relationships. Ensure black or blue pen only is used in the bubble time book.
- ensure that pupils' work areas are tidied and all belongings are sent home daily
- ensure the books available for reading within the classroom are arranged neatly and the space is appealing to the children
- provide children with opportunities to be independent learners and to celebrate their independent learning through the awarding of VIPs (very independent learners) and Class Experts
- Give children responsibility for classroom routines relating to tidiness, use of resources and behaviour. Teachers should set up class monitors to tidy and care for the room and equipment
- ensure valuables are not brought in from home
- ensure that groupings of children are varied according to the lesson e.g. ability based, mixed ability based, individual, pairs, small groups, larger groups, Chilli Challenge groupings, etc. The Kagan approach to be used for collaboration, motivation, engagement and enthusiasm.
- all staff are consistent and continually remind the children of their expectations especially in the first few weeks of the term.

### 3. Routines

Morning:

- Children walk into school in the morning through their allocated entrance. An adult should be present to meet and positively greet according to the timetable for upstairs and the class teachers downstairs to ensure a warm welcome to the day and that children behave well and no time is wasted as they hang their belongings.. Shared cloakrooms should be tidy at all times – it is the teacher's responsibility to ensure that this happens. Adults are to meet and greet children (at the classroom door) positively and with a smile, high 5 or handshake, etc.
- An Early Bird activity should be on the table/board ready for children to complete first thing in the morning in KS1 and 2. The quality of presentation in these books should be of the same high standard of expectation as required throughout all lessons. These tasks should also be marked with feedback as necessary – peer and self-assessments are acceptable, however, the teacher must have an overview to ensure that standards are maintained.

Classroom routines and movement around school:

- At play and lunchtimes children should line up (lining up order) quietly with the support of the Buddy Mentors or Mini Mentors and adults on duty. They should walk in quietly to their classroom. When the whistle blows at the end of break, children should stop. Upon the second whistle children should walk to their line.
- We encourage independence in pupils. Teachers MUST ensure the children must be escorted around the school by an adult at all times to ensure that high standards of behaviour are maintained. Under no circumstances should a child be given access to a door fob. The doors are free flow and fobs are not required. All doors must remain closed.
- Children should practise and embed routines lining up (in the teacher's preferred lining up order) and moving around the room i.e. getting from the carpet to chairs in an orderly manner using the 1,2,3 rule:

**1 - stand up**

**2 - place chairs under the table**

**3 - move to the carpet or line-up etc.**

Children in the Early Years should begin to teach children how to line up and walk together using rope rings if necessary.

- Teachers should demonstrate to the children how he/she expects them to sit on the carpet and sit in their chairs. This should be accomplished by the end of the first half-term when pupils join this school.
- Teachers should teach children how he/she expects them to stop and listen using our clapping rhythm and other attention grabbers (limit to a maximum of 2).
- Teachers should teach children to use the school's 'no hands up' policy to answer a question – this is very important to avoid limiting the contribution of some of the less confident children. If children wish to speak to an adult whilst in the classroom they should place their hand on the opposite shoulder in a fist to show that they have the answer and flat to show that they are thinking.

End of the day:

- KS2 children should be getting ready and prepared to line up **when** the bell rings (2:55pm) to signal the end of the day (3:00pm). Children should be lined up with children at the front who leave in a taxi, followed by those who have siblings/are collected by adults. Children collected by taxi must be escorted to the school office.
- Children in Foundation/KS1 should be let out of the classroom doors to parents/carers with the class teacher monitoring this to ensure all children are collected safely.
- Children should be 'delivered' to the family members in the area assigned for their appropriate year group. Once a child turns 8 years old, they may walk home with out being collected by and adult once the office has received written consent from their parent or legal guardian. Y3 and Y4 children should be led out past the office and to the end of the visitor car park next to the Kitchen. Y5 children should be led out through the hall and Y6 led out through the door at the bottom of the stairs on to the KS2 playground.

#### 4. Expectations

**Maintain high expectations of both yourself and all children at all times.**

Adults are the role models for children. All staff should have high expectations of and insist upon the very best of all children in relation to:

- Behaviour - speak to children in a calm, firm manner; we advocate a no shouting policy. The school operates a no shouting policy and follows the PIPRIP rule (praise in public, reprimand in private).

- We expect a positive attitude from all staff at all times to promote a happy, conducive and productive working environment for all adults and children in the school. Staff can communicate any concerns or worries via the designated channels: staff worry monster, line managers or directly to SLT.
- High standards of work - both in content and presentation - must be embedded in all lessons at all times.
- Amount of work achieved – all staff should make it clear to the children how much they need to do in a certain amount of time. They should insist that all pupils complete the work that has been set. We expect all staff to challenge children. If children do not complete the expected work in the allocated time during the school day, then they will be asked to stay in school for up to an extra hour to complete this. Parents/carers must be informed as soon as the class teacher has made this decision with SLT. This must be recorded on CPOMS.
- We expect all staff to challenge themselves professionally and aspire to be the best that they can; this comes with having a strong work ethic and commitment to your role.
- Best Work Folders/Records of Achievement – EVERY term 3 pieces of work chosen by the pupils, with your support, should be placed in BEST WORK FOLDERS (you are not to wait until the end of the year to do ALL 9 pieces)! At the end of the year, a coloured sheet is to be placed to begin the next year before these folders are sent to the next class teacher.

**Teachers should be familiar with the Teachers Standards and Differentiated Career Stage Expectations document for their appropriate level to ensure that they are working at the level expected of them.**

## 5. Layout and Presentation of Children's Work

### **Presentation of work:-**

- A sharp pencil must always be used to write with.
- When KS2 (usually Year 5 and Year 6) children can write with a neat joined script they will become a pen writer and a pen licence can be awarded.
- Once a child becomes a pen writer they must stay a pen writer unless instructed otherwise by an adult. This is a privilege and can be taken away.
- All maths work must be completed in pencil even if a child is a pen writer.
- Work in maths books must be completed using one digit per square and children should work down the page in 2 columns wherever possible. Children are to fold the page in half.
- All charts and diagrams must be completed in pencil.
- A ruler must be used to underline titles, rule off and draw charts and tables with. All this should be completed in pencil.
- The class teacher will be the only person to write on the cover of children's books. Although the school would prefer that all names for exercise books are printed on labels.
- Children should cross out any mistakes with one neat line using a ruler or use an eraser.
- Rubbers/erasers are used at the teacher's discretion. If the teacher allows rubbers/erasers, he/she needs to ensure that these are used neatly.
- All worksheets (which should be kept to a minimum) need to be dated, marked and stuck into books neatly and straight – children are not to do this if they are not capable of sticking neatly and straight. This should be modelled.
- Children should be taught to use the tramlined books to support their handwriting.



- Examples of high quality work and experiences should be shared on Twitter and also on Google Sites for subject leads.

## 6. Planning

### Foundation Stage

#### **Observation, Assessment and Planning in The Foundation Stage**

The Early Learning Goals and teacher assessment of the emerging needs and interests of the children lead the direction of the planning. Staff also consider the seasons of the year and key events and the Topics included on the Long Term Plan. The fostering of the children's interests develops a high level of motivation for the children's learning. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular observations and assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations which are recorded on an online Learning Journey (Tapestry). At the end of their foundation year in school, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Ages and Stages criteria. A report is also made detailing the characteristics of learning for every child (Playing and Exploring, Active Learning and Creating and Thinking Critically).

#### **The Foundation Stage Curriculum**

The Early Years Foundation Stage applies to children from birth to the end of the reception year. Foundation Stage 1 (Nursery) is half day provision and Foundation Stage 2 (Reception) is full day provision.

The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

#### **Learning and Development**

There are seven areas of learning and development that must shape educational provision in early year's settings. The development of children's spoken language underpins all seven areas of learning and development. Children's interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. All areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

#### **Prime Areas:**

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

**Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

**Characteristics of effective learning**

- Playing and exploring – engagement.
- Active learning – motivation.
- Creating and thinking critically – thinking

The characteristics of effective learning are also a key element in the early year's foundation stage and as such are assessed through Tapestry. They detail the ways in which children learn from their environment, experiences and activities. Children are observed and given the opportunity to display these characteristics within their play and learning every day.

<b>Key Stage 1 and 2</b>
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**Planning and the Curriculum in Key Stages 1 and 2****FOUR Curriculum Drivers**

*The Intent, Implementation and Impact of our curriculum is instrumental in driving our planning and execution of what we want our pupils to learn, know and achieve by the time they leave us.*

We enhance our curriculum with four additional areas of focus which we use to drive our teaching and learning in all subjects: independence, enterprise, emotional awareness and knowledge of the world. Children usually learn best when they are actively involved, with interesting practical activities. They are provided with opportunities to investigate, explore and find out for themselves in all areas of the curriculum. Staff organise visits to various places of interest, invite workshops into school and also use displays, resources and artefacts to stimulate children's interest and curiosity and build cultural and science capital.

**Independence:** Pupil independence is central to the school ethos and children are encouraged to work reflectively, reciprocally, be resourceful and resilient throughout all lessons (The 4Rs). In our aim to develop independence, we have adopted the '5Bs'; Behaviour, Brain, Bits and Bobs, Buddy, Boss.

**Enterprise:** In all areas of the curriculum children are given opportunities to share and explore ideas, become critical listeners, learn to present information to others, solve problems and develop skills in inquiry and control. Within this, vital enterprise skills are taught to the children to enable them to be successful innovators and creators and be able to manage risks and develop resilient attitudes.

**Emotional Awareness:** We feel that it is important in our school for children to have a secure awareness of emotions. Each day, children have the opportunity to have 1:1 time with their class teacher or learning assistant (Bubble Time) to talk. Circle time is carried out weekly in each class. Jigsaw is the whole school programme for teaching PSHE and these sessions are always led by class teachers following an assembly. Values taught through this are embedded by teachers across the curriculum.

**Knowledge of the World:** They learn about the wider world through the curriculum and links developed with schools globally. The children develop their knowledge and understanding by engaging in a broad, balanced curriculum which acknowledges the importance of all subjects.

### **Promoting British Values**

At The Grange Primary, we promote the fundamentals of British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We promote British Values through the democratic development of our school council, subject representatives, house team captains and vice captains. In addition, our curriculum drivers allow us to embed British Values within our curriculum. Our curriculum incorporates learning about global, social and political issues. For example, children in all year groups are provided with the opportunity to learn about global beliefs and religions through our Religious Education curriculum and experiences including visits and workshops. Our Jigsaw curriculum and our emphasis upon pupil independence through the 4Rs and 5Bs ensure that children at The Grange Primary School develop into confident, respectful and responsible citizens.

### **Curriculum Design**

At The Grange Primary, we aim to immerse children in their learning through topic based, cross curricular planning.. Through this, we aim to make children's learning experiences not only more enjoyable, but also more meaningful, embedding their knowledge and skills more deeply, enabling them to make links in their own learning.

### **Planning**

There are three kinds of planning detailed below: long term planning, medium term planning and short term planning.

#### **1) Long term planning**

- A long term planning document should detail the broad and balanced curriculum that all children receive through the year, in line with the National Curriculum. The Language Angels scheme supports the teaching of French and Charanga is used as a starting point for Music. RE follows the North Lincolnshire Agreed Syllabus and Jigsaw provides detailed guidance on the teaching of PSHE. The long term plan should include evidence of expectations, subject coverage, possible teaching activities, resources, approximate time and progression for all year groups.
- The immersive curriculum – at The Grange Primary, we aim to provide in depth and enjoyable experiences. This is achieved through topic links across the curriculum. We expect all pupils who have been with us from the start i.e. Nursery, to have had a minimum of eleven typical childhood memorable

experiences before they leave this school in Year 6. These experiences are identified on the long-term plans and include activities such as visiting a zoo, flying a kite, visiting the seaside, visiting a library and so on.

- Key curriculum drivers that are the focus within each topic should be identified in the long-term planning document (Independence, Emotional Awareness, Enterprise, Knowledge of the World).
- Long term planning should demonstrate 4 overall topics per year: Autumn 1, Autumn 2, Spring and Summer

## **2) Medium term planning**

- Medium term planning organises the year's curriculum in a termly manner, based on the national curriculum expectations. Medium term planning identifies the curriculum coverage for each subject. It also makes clear any curriculum enrichment opportunities such as visits and workshops and key dates for the term (e.g. World Book Day) and links to British Values education. Topic entry and exit points are also identified on the medium-term planning which are used to engage and give purpose to the learning. Consideration needs to be taken of the input from the children on these topics through their completion of topic questions at the start of each topic.
- Learning objectives identified on medium term planning are focused on age related expectations. When planning lessons, teachers may need to revisit or plan objectives from prior learning to differentiate for individual needs.
- Learning objectives should be grouped on medium term planning in lesson sequences.
- Progression documents are available for teachers to support the planning of each subject and identify sequences of teaching and learning across school.
- Vocabulary documents are available for teachers to support the delivery of subject specific vocabulary. These documents aim to be progressive throughout school for each subject from EYFS to Y6. The documents should be used by teachers to plan and deliver the curriculum content.
- A Curriculum Overview Document is sent home to parents/carers, providing an overview of the learning to take place in each subject within the topic, links to English and Maths and any guidance for parents to enable them to support their child at home, such as useful websites. A weekly class timetable should also be included in the document.
- Planned educational visits should be included to enhance the curriculum and children's learning experiences. The children should have one visit/workshop in school per year and one visit outside of school per year.
- The curriculum handbook is a guide that teachers should refer to when planning the curriculum for the year. The handbook identifies the coverage for each year group, for each of the foundation subjects from EYFS to Y6.

## **3) Short term planning**

Teachers are expected to create a weekly timetable overview of teaching for the week which includes subjects and the learning objectives which link to the medium term plan. Links to powerpoints, slides, prowise, resources etc can be included in weekly plans. Lessons may have an alternative, overarching learning objective for recording in pupil books and to use as whole class targets.

In addition to an overall weekly overview, specific detailed planning is required for English and Maths.

These detailed plans should include:

- The overarching learning objective and objectives from the medium term planning document.
- How pupils groups are catered for (e.g. EAL, SEND, More able)
- Differentiation through scaffolding, recording, task, adult support, learning zone, deeper thinking tasks and challenges etc
- Use of a learning zone/ adult focus group/ use of learning assistants (there should be a clear use of adult time)

- Pre teaching
- Kagan structures
- All lessons must include:
  - response to feedback and reflection on prior learning
  - Sharing the learning objective and chilli challenges
  - Mini plenaries, end of lesson plenary/ opportunities for immediate feedback

Flexibility including blocking delivery of a subject creatively can be used to ensure coverage; teachers are encouraged to be creative in order to cover subjects in different ways or when visitors to school are planned in.

### Targets

Children should be developing a sense of independence and responsibility toward their own learning and progress. Pupil targets are displayed for core subjects on the classroom walls and regularly updated with the children. If children have achieved their target during the review time, they earn a bead for their rainbow.

The beads are as follows:

- Blue for Maths
- Pink for Writing
- Yellow for Reading
- Purple for Science

## 7. Teaching

At The Grange Primary School we expect that all children should consistently receive at least GOOD quality of teaching. **All adults who work with children are responsible for their learning and progress. Therefore we have high expectations of ALL staff in the school.** To ensure progress for all, quality first teaching is paramount. This Quality First Teaching and Support is achieved through the following non-negotiables:

### QUALITY FIRST TEACHING AND LEARNING

Children have expectations and rights to quality first teaching. These non-negotiables form the core of any lesson/session that a child encounters.

In all lessons, we expect:

Foundation Stage:

- Planning of lessons and an environment that ignites curiosity and an enthusiasm for learning
- Personal, social and emotional development to be embedded throughout all learning
- Communication and language to be developed at all times, supporting children in becoming successful collaborative learnersPhysical development to be evident in daily learning challenges
- All the above prime areas of learning must be embedded throughout the teaching of the specific areas of literacy, maths, knowledge of the world and

expressive arts and design

- Planning is available and shared with the EYP prior to the start of the lesson
- Teaching and learning to be delivered through a range of high quality purposeful play and learning experiences, as well as a balance of adult led and child initiated activities
- Teaching to engage children through quality questioning and discussion, encouraging children to reason and think creatively
- Opportunities for children to problem solve and communicate their ideas
- More structured teaching and learning opportunities and classroom environment are to be provided as the year progresses from the Spring term onwards. This is to support both transition to KS1 and the development of independence.

#### Interactions:

- Teachers MUST be actively engaged with the pupils – not seated at desks during lessons
- The learning objective must be clearly displayed and referred to throughout lessons.
- Targeted questioning by all adults is to be carefully planned to promote learning and challenge.
- 80:20 rule to be used throughout lessons to promote children's engagement, thinking and productivity.
- CBA (Challenge Build Accept) to be interwoven throughout lessons to model and develop respectful classroom debates and to challenge deeper thinking.
- All staff to be familiar with the marking, feedback and assessment policies and work that is marked regularly and informatively with regular feedback given to pupils. Immediate, verbal feedback has the most impact on pupil progress.
- Lessons where teachers and learning assistants question expertly to promote deeper learning and discussion
- The teacher needs to have planned how they will use their time whilst children are at work to promote deeper learning

#### Ethos/ routines:

- Teachers embed the ethos of the 'Learning Pit' to build resilience within learning.
- WINKs (What I Now Know) to be used to assess children's understanding and support teacher assessment.
- VIP/ Class expert to be used in lessons to reward, encourage and challenge pupils.
- All staff encourage children to be independent where possible, use of 4Rs and 5Bs
- Philosophy for Children (P4C) to be incorporated within teaching and learning
- Lessons that encompass the **4 curriculum drivers**:
  - independence
  - enterprise
  - emotional awareness and
  - knowledge of the world.

#### Planning and personalised learning:

- Lessons that take into account the different groups within the class with appropriate challenge e.g. SEND, PPG, EAL, G&T, boys writing, girls maths, particular ethnic minorities , planning differentiating lessons appropriately for all pupils.

- Pupil Learning Plan/Behaviour profile targets to be shared with children and included in the SEND Folder
- Every class to have a class folder which is kept up to date.
- Weekly teaching timetable and individual lesson plans should be printed and visible in the classroom.
- Appropriate work to be planned which helps children explore, develop, practice, their learning in order to achieve the learning objectives to know more and remember more.
- Use of whiteboards and visual prompts/resources/practical apparatus/concrete resources/equipment to be available and clearly labeled for frequent and appropriate use to support all children, but especially children with EAL and SEN-D
- All topics and units of work to begin with an entry point and end with an exit point activity/ assessment

#### Behaviour and learning behaviours:

- Learning that takes place within a challenging and exciting environment/classroom which is based upon positive behavioural techniques and where all adults are enthusiastic and motivate children
- Management of behaviour that enables pupils to learn and progress with good and outstanding progress
- Lessons that encourage children to be safe, take appropriate risks and teaches them how to safeguard themselves

#### Teaching structure/ delivery:

- Pupils to be given time to respond to feedback and challenges at the start of each lesson
- Each lesson to begin with a reflection of prior learning
- A clear explanation to children of the activity and expected outcome through the use of the learning objectives and WILF.
- Basic skills should be addressed across all lessons.
- Reference to be made to whole class targets and pupils to be able to articulate class targets.
- Lesson delivery to be planned and organised to ensure lesson pace is maintained
- Clear modelling or demonstration, secure subject knowledge and opportunity for children practise and extend what has been modelled, plenaries
- Evidence of pre-teaching and same day intervention (carried out by class teacher)
- All staff to handwriting that follows the school writing policy.
- All pure phonics, Sounds Write are known and used accurately, clearly and consistently.
- All staff to model through written and spoken work, correct spelling, grammar and speech
- Activities that enable children to develop independent learning skills and access to visual resources and aids
- Lessons that encourage children to read for themselves and/or aloud
- Kagan approach to be used to increase engagement and corporation
- Mini plenaries to be used throughout the lesson to address misconception and direct learning and progress.
- Plenaries at the end of the lesson, with a WINK, should reflect on learning. Exit tickets can be used to assess learning and progress.

#### Learning assistants:

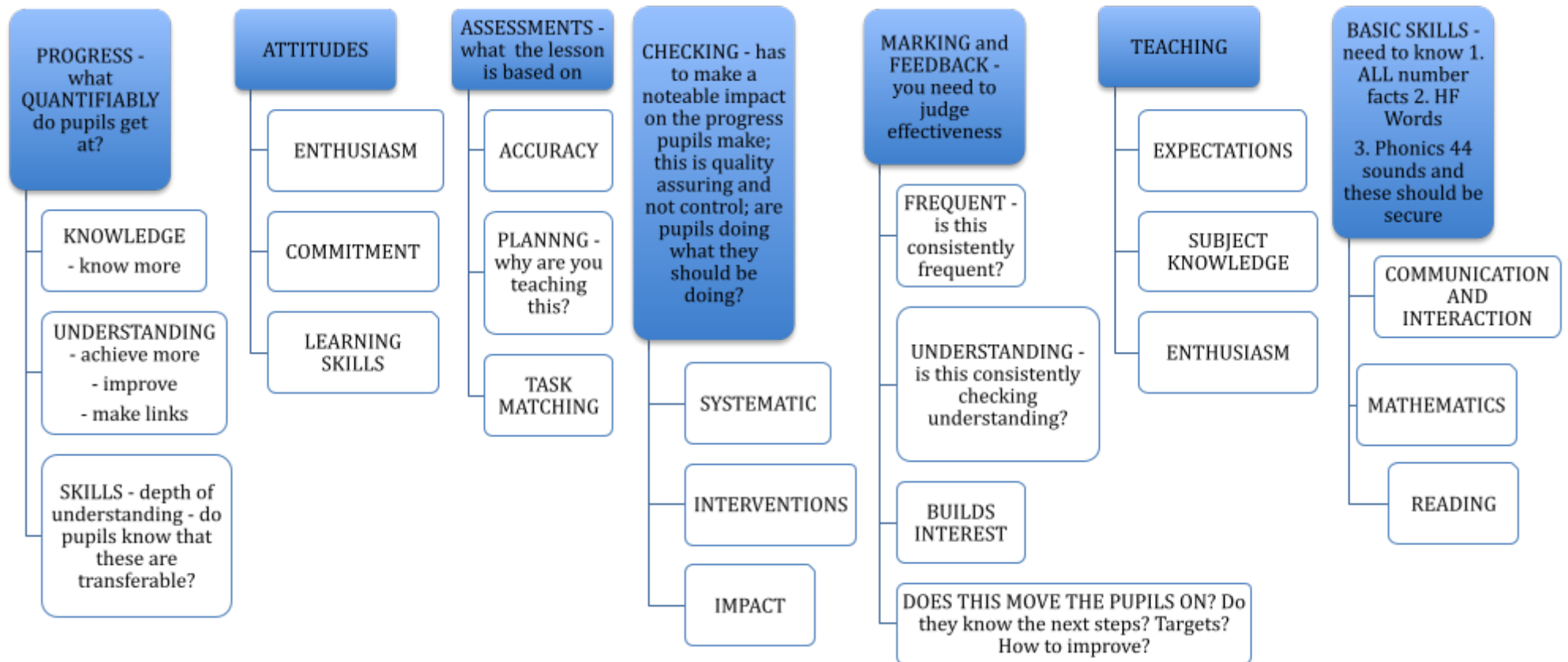
- LAs/EYPs draw attention to the class teacher any specific concerns they may have about a child
- LAs/EYPs are ready in their bases at the start of their working time knowing exactly what they are meant to do
- LAs/EYPs fulfil all parts of their timetable consistently

- LAs/EYPs are ready in their bases at the start of their working time (8:30am for most LAs) and 'meet and greet' pupils positively (hand shake, high five, smile etc.)

Our 7 key areas of teaching (progress, attitudes, assessment, checking, marking and feedback, teaching and basic skills) will underpin our expectations of all teachers and any staff who takes on the teacher's role for a limited period such as Learning Assistants and Higher Level Teaching Assistant.



## THE 7 KEY AREAS OF TEACHING EXPANDED



## 8. Homework

### The Government's policy states that:

- Foundation: Nursery and Reception – 10 minutes per day
- Years 1 & 2: approximately 1hr per week – 15 minutes per day
- Years 3 & 4: 1 and 1/2 hours per week
- Years 5 & 6: ½ hour per day.

### To adhere to this expectation, KS1 and KS2 homework is organised as follows:

- English – (Y1-6) Weekly spellings and one activity set online.
- Maths – (Y1) Number practise. (Y2-Y6) TT Rockstars to practise times tables. An online activity may be set at the teacher's discretion.
- Reading is to be completed 5 times per week for the whole school.

Homework to be checked on a Monday along with reading and teachers are to keep a register of homework and reading completion.

### In the Foundation Stage, homework is organised as follows:

- Reading, key sounds and words – Home-School Links Book and should be completed 5x per week.
- Handwriting/ fine motor skills to be sent home.

## 9. Weekly Timetable Expectations

	Foundation Stage	KS1	KS2
English	Group reading timetable - daily Phonics - daily Class story - end of each day Change books from the reading bookshelf - 1x per week minimum Daily name/handwriting	Group reading timetable - daily Y1 Whole class book talk/guided reading daily - Y2 Phonics - daily to include dictated sentences and spellings Visit to the library to change books - 1x per week minimum Echo Reading - embedded within whole class reading Class story - end of each day Spelling Test - weekly Handwriting 3x per week Daily English lesson (or 2 full mornings)	Whole class book talk/ guided reading - daily Visit to the library to change books - 1x per week minimum Phonics/Spelling 3x per week Weekly spelling test Echo Reading - embedded within whole class reading Class story - end of each day Handwriting 1x per week Daily English lesson (or 2 full mornings)

Maths	Daily counting - counting stick, songs, number facts, subitising	Daily counting - counting stick, songs, number facts Daily maths lesson (or 2 full mornings) Mastering Number 4x per week Weekly times tables test - Y2 Problem solving to embedded within teaching	Daily counting - counting stick, songs, number facts Daily maths lesson (or 2 full mornings) Arithmetic 1x per week Weekly times table test Problem solving to embedded within teaching
Wider Curriculum	Circle time 1x per week Jigsaw - 1x per week  Opportunities for teamwork, speaking and listening within the provision daily.	Teambuilding to be embedded within curriculum subjects and good teamworking to be rewarded with stickers to pupils. P4C to be embedded within curriculum subjects and spoken language opportunities Circle time 1x per week Jigsaw - 1x per week	Teambuilding to be embedded within curriculum subjects and good teamworking to be rewarded with stickers to pupils. P4C to be embedded within curriculum subjects and spoken language opportunities Circle time - 1x per week Jigsaw - 1x per week

#### Questions for the Senior Leadership Team to consider when interrogating school achievement data

- Is attainment in English at any key stage below that found nationally?
- Is attainment for English and mathematics below the national floor standard?
- Is attainment in English significantly lower than that in mathematics (or than other subjects at Key Stage 4 with proportionately large entries, e.g. science)?
- Is the attainment of any particular groups in English significantly lower than the average for the school and for all pupils nationally?
- Is attainment in any of reading, writing or speaking and listening significantly lower than the other skills? (NB Generally, attainment in writing is lower than in reading which is lower than speaking/ listening, although this does vary slightly by key stage and in some schools.)
- Is the attainment of any broad ability group in English significantly lower than others, especially those pupils who were working below expectations at the previous key stage?
- Is progress in English by the end of the key stage (as evidenced by value added scores) significantly below expectations?
- Is progress in reading or writing (if the data are available) significantly below expectations? Is there evidence that pupils leave the school without the expected level of reading skills?
- Is progress in English for any particular group of pupils, including by prior attainment, significantly below expectations?
- Does attainment and progress, overall and for groups, fluctuate over three years and unrelated to any contextual factors in the pupil cohort?

