

Introduction

This policy has been created by and agreed upon by the teaching staff and Governing Body.

At All Saints Benhilton Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

Aims

At All Saints Benhilton we provide a rich and varied learning environment that allows children to develop their skills and abilities. We aim to:

- Inspire every child to love learning
- educate the whole child, recognising all skills and strengths
- enable every child to achieve their full potential
- instil an ethos of no limitations
- provide a stimulating environment where each child feels secure and happy
- develop a whole school approach to learning and behaviour
- provide a range of opportunities for children to access a broad and balanced curriculum
- inspire children to become life long and active learners, using and developing independent learning strategies
- value all children's contributions
- respect everyone, including their ideas, beliefs, opinions and needs
- support each other in all areas

Principles of teaching and learning

Learning is the purpose of the whole school and is a shared commitment. At All Saints Benhilton Primary School we recognise that education involves children, parents, staff, governors, our church, S.D.B.E., the wider community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;

- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging Christian focused curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, problem solving skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring Christian values of love, forgiveness, hope, honesty, trust, thankfulness, faith, peace, respect;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which our Christian values are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- be role models for our Christian values and demonstrate that 'Within God's love, every child can...'
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.
- demonstrating our Christian values

The community is invited to support the school by:

- contributing to activities, such as Worships, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;

Planning

The foundation for curricular development is our School Improvement Plan, developed through a process of collaboration between staff, and approved by governors.

At All Saints Benhilton Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. The 'What if 'curriculum is designed to model the virtues given to us by Christ and by developing individual and collaborative learning experiences, a sense of responsibility and 21st Century skills that will take them beyond the classroom.

We are a diverse, multi-cultural and inclusive school with a constantly evolving curriculum which responds to the needs of our learners and their interests by enhancing local learning experiences and raising awareness from local to national global arenas (see our Curriculum Statement 2019, available on the school website).

Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Curriculum notes to parents/carers are sent out each half-term and outline the learning for each year group. For years 3, 4 and 5, swimming instruction with specialist teachers takes place at the local swimming pool.

At All Saints Benhilton Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and lesson planning designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of their subject, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross-curricular opportunities to enhance learning.

Organisation

The learning environment is managed in such a way as to facilitate how children learn. Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- collaborative learning in pairs or groups, learning from one another;
- independent learning;
- scaffolding learning;
- cultural and environmental needs.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classrooms are organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject;
- book corners will be comfortable and attractive;
- labels and posters will be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. They are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and Worship are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited

work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' awards are given weekly to celebrate individual academic or behavioural achievement. Play leaders, Midday Assistants and Kitchen Staff choose children who have shown our school values to sit on the Golden Table weekly. House points are awarded to children consistently demonstrating our school values and each house receives a cumulative total in Celebration Worship each week.

Differentiation

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate.

Pupils with E.H.C.P.s receive support provided by a learning support teacher, 1:1 Tuition or our inclusion manager where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy).

Homework

Homework is considered a valuable element of the learning process (see Homework Policy). We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;

- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to view learning as a lifelong process and not just restricted to school hours.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Termly formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) by SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work (see Marking Policy).

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- updated as a minimum annually by teachers;
- examined by class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, governors, LA and national government.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the curriculum areas by subject leaders and the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Headteacher will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Appraisal Policy).

Teaching Strategies:

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- immediate feedback;
- use of technology;
- didactic teaching;
- interactive teaching;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;

- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work. Specialist teaching is available from subject leaders in P.E. and Computing.

Learning Approaches:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;

- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources are stored in the appropriate curriculum resource cupboard/area, and regularly audited by the subject leaders. Consumables are replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials, which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all pupils have equality of access.

At All Saints Benhilton Primary School, the use of visits and visitors to enrich the curriculum is valued and used throughout the school to widen children's experiences and support learning across a range of subject areas.

Time is a resource that we value. To maximise its use:

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Our technological infrastructure is a major, and growing, resource and is used across the whole curriculum. All staff, pupils, governors and visitors to our school are required to sign an Acceptable Use Policy. Digital Literacy is taught as a discrete and connected subject across the curriculum.