



An All-through Co-operative School

Preston Manor Lower School

Learning and Teaching Policy

Introduction:

At Preston Manor Lower School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone and through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Through our Book-based Curriculum, we encourage a Creative approach to learning, with Literacy at the heart of everything we do. We also encourage and teach children to stay safe, be healthy, enjoy and achieve, make a positive contribution to the community and aspire for them to achieve economic well-being.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom, the roles of parents and governors, and what the school does to create an effective learning environment. This Learning and Teaching Policy also forms part of the school's induction for new staff.

The School Aims:

Making School Memorable by Striving for Excellence

Our aim is to be an excellent and memorable school that supports all children, students and staff to achieve as highly as possible.

We recognise our duty to contribute to a society in which there is a common vision and sense of belonging and the diversity of our multicultural community is appreciated, celebrated and valued.

This means ensuring that similar life opportunities are available to all and strong, positive relationships are developed at home, in school and in the wider community.

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. Preston Manor Lower School Primary School provides a rich, integrated curriculum through our Book-Based Curriculum. This is based on the programme from the Centre for Literacy in Primary Education called *Power of Reading*. This ensures that most subjects are not taught as isolates but are taught through meaningful cross-curricular learning experiences. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a productive, clean, stimulating and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered. Throughout the curriculum pupils are given personal targets in relation to:



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- respect, cooperation, communication, morality, resilience, adaptability and thoughtfulness
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's **Behaviour Policy**.
- Maintaining purposeful and informative planning, assessment and evaluation to support an effective teaching and learning cycle
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study, the International Primary Curriculum and Early Years Foundation Stage curriculum (revised in September 2012.)
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing and attending appropriate CPD, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting the education of teaching and non-teaching trainees.

Our Approach to Learning:

Learning Processes:

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
- Reflecting
- Empathising
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Preston Manor Lower School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.



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Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure understanding that planning incorporates as many styles as possible.

At Preston Manor Lower School we accept that no one style can or should be used in isolation and that at times all learners need to make use of a range of learning styles and experiences.

These styles include:

- Visual – Learners need visual cues and symbols to support learning
- Auditory – Speech and sounds reinforce learning
- Kinaesthetic – Learning is reinforced through practical, first-hand experience

Our Learning Powers:

At Preston Manor Lower School we believe that the acquisition of certain skills enable our pupils to become better learners. We call these skills our “Learning Powers”. Every week, we focus on a different “Learning Power” across the school, and we refer to it in our teaching on a regular basis.

The “Learning Powers” are:

- Concentrate!
- Be Co-operative!
- Have a Go!
- Keep Improving!
- Don't Give Up!
- Be Curious!
- Use my Imagination!
- Enjoy Learning!

Learning Environment and Organisation:

The learning environment will be managed in line with the Preston Manor Lower School **Learning Environment Policy** in such a way as to facilitate different styles of learning, with particular regard to Special and Additional Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

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 skills, concepts and knowledge.

Teaching Assistants and external agencies support children with Additional and Special Educational Needs, as outlined on their Individual Education Plans.



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The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be grouped according to curriculum subject and clearly labelled in the school agreed handwriting font.
- Writing resources will be available for use at all times and will be centrally accessible.
- Book corners will be comfortable and attractive and engaging.
- Labels and posters should, wherever possible, reflect the language diversity in the school.
- In Foundation Stage and KS1 classes imaginative play areas 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. Wherever possible we are working to develop these opportunities within KS2.
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Central curriculum resources are labelled and stored in the resource room and subject stores. The phase team and subject leaders have a responsibility to maintain these resource stores and update them regularly.

Our Approach to Teaching:

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies. Activities should show a balance in terms of individual, group and whole class work. All learning should be objective led and provides opportunities for reflection in the form of a plenary session or mini plenary sessions. Pupils should know and be able to see, both the learning objective and the success criteria for every lesson e.g. What am I learning? What will I be able to do? What do I need to be able to do to be successful?

Suggested strategies are:

- Provision of an integrated and active curriculum both inside and outside the Foundation Stage and Year 1 classrooms
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Early Years Foundation Stage and Key Stage 1 and between Key Stages 1 and 2
- The development of the links between Years 5 and 6 and local secondary school provision
- Teacher observation, reflection and evaluation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Investigation and enquiry led learning
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise



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- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies, both verbal and non-verbal
- Use of the classroom environment to stimulate and enhance learning

Curriculum and Planning:

At Preston Manor Lower School Primary School we are committed to following the programmes of study as required by the National Curriculum and the revised Early Years Foundation Stage curriculum guidance.

- The Book Based Curriculum is revised and monitored by all curriculum leaders and senior leaders to ensure not only coverage, but also that it is stimulating, creative and relevant for the needs and the lives of our pupils. Cross curricular links should be made throughout the learning journey of topics taught. Subjects should be relevant and meaningful links across curriculum areas should be made.
- The schemes of work are centred around the curriculum overview and long term plan. The plans and topics taught can be flexible, changing each year to reflect the resources available, local, national or international events and areas of expertise the teacher or pupils may share. At Preston Manor Lower School, we believe that central resources such as Power of Reading or other local schemes, can be used as a resource as required, but that the curriculum has to be owned and created by the staff who deliver it, based upon the resources available to them. The central ideology at the heart of learning effectively is that the needs of pupils are critical. The role of assessment for learning is an important part of the learning and teaching cycle and effectively personalising learning is essential in a rich, creative and dynamic curriculum model.
- Weekly planning for literacy, numeracy, guided reading and spelling/phonics uses a set format and requires teachers to plan units of work, using the objectives given in the renewed numeracy and literacy framework. It is expected that teachers link the literacy and numeracy topics to other areas of the curriculum where appropriate. This provides pupils with a more cohesive curriculum. Teachers continually assess pupils' achievement, and this formative assessment coupled with robust summative assessment is then used to inform future planning.

Planning should be available in each class. Curriculum leaders, senior leaders, and governors can view planning for monitoring as required. Plans are monitored by curriculum leaders each term, and weekly by phase leaders.

Teaching assistants should have access to a copy of the weekly plans each Monday and are engaged in reviewing achievement and planning in meetings with their class teacher.



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Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Pupil learning styles (Visual, auditory and kinaesthetic)
- Resourced support, e.g. writing frames/ number squares/ etc
- Questioning
- Use of peer support and challenge
- Use of pupil talk opportunities
- Opportunities for more concrete experience
- The support of ICT

Differentiated tasks will be detailed in weekly planning, using the “mild, spicy, hot” terminology. All learners follow the same Learning objectives and success criteria to provide challenge and enable all pupils to be successful in their learning.

Assessment and Evaluation:

As outlined in the whole school **Assessment Policy**, regular assessments are made of pupils’ work in order to establish the level of attainment, and to inform future planning.

- EYFS keep their profiles in line with the Development Matters and the EYFS age related bands. The bands relate to the Early Learning Goals which correspond to a judgement of Emerging, Expected or Exceeding. This is detailed in the **EYFS policy**.
- Y1 pupils are assessed using the National Phonics Screen. Pupils not meeting the expected level in Y1 will be required to sit the test again in Y2.
- Year Two pupils are monitored in Mathematics, Science and English using the Key Stage 1 Statutory Assessment Tests and Teacher Assessments.
- Year Six children are assessed in Mathematics and English using the Key Stage 2 Statutory Assessment Tests.
- All Pupils will be monitored through formal assessment weeks for Mathematics and English in the Autumn, Spring and Summer Terms. Science will be assessed at the end of each unit of study. These sub-levelled teacher assessments will continue to be used to inform the existing pupil tracking analysis profile. The evidence of the summer term Optional SATs in Years 3, 4 and 5 can be used to inform, but not dictate, these teacher assessment judgements.
- Children, who are identified Special and Additional Educational Needs target groups, will have twice yearly IEP reviews where appropriate.

All results from these assessments will be analysed and used to inform future planning.

At Preston Manor Lower School, we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.



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A full copy of the **Marking and Feedback Policy** is available as part of the overall school **Assessment Policy**. This identifies the principles, strategies, organisation and monitoring that exist at Preston Manor Lower School.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate subject resource cupboard / area, and will be regularly audited by the subject leaders.

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.

Behaviour Management

As outlined in the whole school **Behaviour Policy**, each class will display their own version of the Preston Manor Lower School Rules. A traffic light system and behaviour monitoring chart.

Judgements of Learning and Teaching

Learning and Teaching at Preston Manor Lower School is required to be consistently good or better. This is reflected in the **Appraisal Policy** (September 2013.) These are targets that all staff must adhere to. These targets will be monitored during Performance Management reviews throughout the year, in accordance with the policy and will be referred to during observations, planning and work scrutinies and notably, through Pupil Progress meetings.

Good learning and teaching

All children should be engaged in their learning and the progress they make in the lesson is good or better. This progress is reflected over time. Teaching assistants work in partnership with the teacher, leading, assessing and evaluating learning. Assessment informs learning and pupils use self-assessment, against meaningful learning intention and success criteria, to support their progress. Children's learning is supported through active first-hand experience, discussion or creative opportunity. Children of all needs can access the learning through the support offered, be that writing frames, peer partnership working or differentiated task. Learning is supported through the environment and working walls and target displays show and reinforce next steps for pupils. The displays reflect an exciting, integrated curriculum and stimulate further learning.

Behaviour management is positive and barely perceptible, and where extreme behaviours are exhibited they are dealt with in a positive and appropriate way. Opportunities for talk, questioning and reflection are frequent and develop higher order thinking and reasoning skills. Learning can be made accessible for all, regardless of attention span, learning style or the need to move on at a greater pace. This is managed effectively by teachers and support staff. ICT is used to extend learning and bring passive opportunities to life in the classroom. The curriculum values and reflects the experiences and cultural identity of pupils and the wider community.



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Outstanding learning and teaching

Some of the above features and:

Children are given opportunities to lead their own learning and make, in all cases, exceptional progress during the lesson. It is clear that this progress is evident over time. Assessment for learning, often self-review against clear learning intention and success criteria, informs learning and children are clearly aware of the next steps required and how to achieve these steps. Adults are deployed effectively to support learning. The well organised environment is used by pupils and visibly and effectively supports learning. Teaching is exciting, engaging and innovative. Children thrive and enjoy working collaboratively. This is partly due to the teachers' exceptional subject and pedagogical knowledge as they lead learning effectively. Learning may require flexibility in the learning environment dependent upon the type of experience being offered. ICT is sometimes integral in the learning and evidence of its use is clear across the curriculum. The teacher's relationship with the children underpins their expectations and sets the atmosphere of excellence.

Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their scheduled subject.
- Receiving reports from the staff, Head of Lower School and committees.
- Receiving reports at the curriculum, learners and welfare committee.
- Receiving reports at the Full Governing Body

Parents' Role:

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

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending open evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plans, and any special and additional educational needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Keeping regular communication with class teachers.
- Adhering to the Home School Agreement
- Supporting the school's **Home Learning Policy**.
- Contributing relevant information to initial assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs



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Equal Opportunities:

In accordance with the school's **Equality Policy** and **Inclusion Policy**, all children at Preston Manor Lower School must be given full access to the Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, class, gender, language or ability.

The curriculum on offer at Preston Manor Lower School needs to be relevant and accessible to all pupils, and to ensure that the beliefs, experiences and culture of our community is valued and included. The school's commitment to an active learning approach, which ensures that children with a kinaesthetic preferred learning style have maximum access to learning through first-hand experience, needs to be reflected in the planning reviews, observation of teaching, classrooms and shared areas of the school. Work sampling, planning scrutinies and observations of teaching and learning will form our monitoring and review of practice. All curriculum leaders, senior leaders and governors need to keep this commitment in mind when carrying out monitoring.

Written in: November 2013 by Sara Tirrell, Head of Lower School

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.