



Policy	Teaching and Learning Policy
Responsibility of	Governing Body
Reviewed by	GH
This Review Date	July 2019
Next Review Due	July 2022
Ratified by Governing Body on	2.7.19

Our Curriculum is:

R- relevant (It's for me)

E- explicitly taught knowledge and skills (I'm on a learning pursuit!)

A – apply until it is apparent and may lead to innovation (I can do this and more)

L- Language and learning that is common and transferable (I can use this at school and beyond)

Safeguarding

Safeguarding is an integral part of our work and as such, we teach children how to keep safe both at school and within their community.

Principles of effective teaching:

Everything we teach is underpinned by 5 key principles (we call these the 5 p's).

Pace – All teaching sequences are pacy and no time is lost.

Participation – We expect 100% participation from all children in all lessons.

Passion – We are passionate about what we teach and pupils pick up on this. They share this passion.

Purpose – Every task and activity has a clear purpose that is shared with the children.

Praise – We use a positive teaching approach and believe that praise is the most important tool we have.

Assessment and Lesson Planning

We use assessment as an integral tool to improve teaching and learning. We assess pupils regularly through standardised tests and within lessons. A half termly overview is completed which is based on a thorough question level analysis. This is then matched to the National Curriculum and specific areas for development. Our curriculum evolves in line with assessment data and we develop a highly personalised curriculum that addresses any emerging needs of our pupils.

Lesson Planning:

Teachers always ask themselves these key questions:

- What do I want them to learn?
- What if they can already do it?
 - What if they can't do it?
- How do I know if they have learnt it?

English

In English lessons, we develop children's reading skills and their vocabulary through discussion and role play around a variety of genres. We use a reading into writing approach, using texts read as strong models for independent work and we integrate spelling patterns, etymology and morphology and grammar teaching into lessons. Children are given spelling homework weekly. Opportunities for writing are expected in nearly all English lessons and we use a drafting, editing and reviewing process. We teach children to present their work neatly and build towards a fluent, cursive style as soon as possible.

Maths

We use "Essential Maths" as a planning basis while linking in White Rose Hub, NRich and NCTEM activities where appropriate. We also have also had a big focus around John Mason's 'Maths powers'. We have looked how the children are able to use them in their maths learning and we believe a maths lesson is not complete without a chance to generalize. There is also a big emphasis to the use of concrete resources in maths lessons. Not only to support children who struggle but also to extend all children's thinking across the whole of KS2. We aim to move the learning from the concrete, to the pictorial, to the abstract and back again in a fluid and continuous way. We believe that having a firm grasp of all these approaches will lead to children becoming truly fluent and confident mathematicians.

Wider Curriculum

Our wider curriculum is taught through the National Curriculum Programme of study for each year group and is closely matched to the interests and needs of our pupils. The cultural capital that children bring with them informs our planning with a view to promoting social justice. Linking back to the REAL principles the teachers and pupils are therefore clear on the purpose behind what they are learning and how this learning impacts on their life and benefits them in the future.