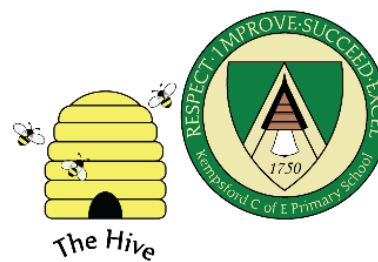


Kempsford Church of England Primary School

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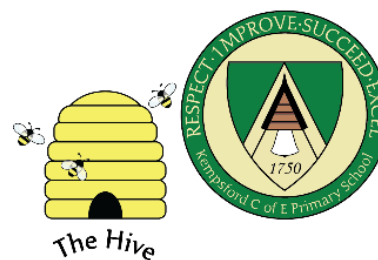
Teaching and Learning Policy

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Teaching and Learning Policy

Document History

Version	Date	Comments
1.0	September 2019	Agreed Reviewed September 2019
2.0	November 2023	Introduction of timetable example Change to success criteria Termly topic maps and letters Adaptions to environment
3.0	Sept 2024	No changes
Next Review Date Sept 2025		

1. Aims

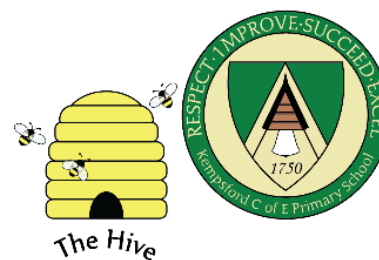
- To provide quality teaching and learning.
- To secure progress and appropriately high standards for all our children in: English, Maths, Science and Religious Education.
- To enrich our children’s knowledge and experience through the wider curriculum, giving them opportunities to:
 - Develop aptitudes, interests and preferences;
 - Experience a variety of learning styles;
 - Apply and consolidate skills;
 - Develop Key Skills and Independent Learning Skills.
- To work together to create and develop the characteristics of a ‘learning school’ – that is, a community which:
 - Is clearly focused on teaching and learning;
 - Benefits from leadership, at all levels, towards a well-defined vision of what we expect for our children;
 - Exemplifies this for children in the way that all adults work and learn together;
 - Has detailed organisational, assessment and support arrangements to ensure progress towards these goals;
 - Monitors and evaluates the effectiveness and success of its practices;
 - Demonstrates that learning is enjoyable, valuable and lifelong.

2. Objectives

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- Quality teaching and learning throughout the school.
- High standards of English and Maths, applied and consolidated.
- Enrichment through the wider curriculum and applying Kempsford's curriculum intent.
- Ongoing promotion of our children's physical, moral, social and spiritual development, using the school's values and Collective worship to promote and guide.
- To provide and development the necessary Learning Skills through our STRIKE scheme of work.
- Continual encouragement, support and challenge for all our children, according to their needs.
- Continual recognition and praise for our children's effort, progress and success.
- Involvement of staff and the wider community in all our efforts to promote learning
- To understand British values in schools to ensure young people leave school prepared for life in modern Britain.

3. Quality Teaching

At Kempsford Church of England Primary School, teaching which promotes high quality, successful learning is exemplified through the following characteristics:

Subject knowledge

Staff ensure that they are teaching children in sufficient depth to extend their knowledge and handle their misconceptions effectively. Middle leaders and senior staff support, share and model good practice to promote learning.

Clear objectives

Staff share these with children, ensuring appropriate match and level. Objectives will identify short-term, achievable learning outcomes.

Lesson structures

Staff ensure that lessons contain suitable opportunities for directed and independent activities, along with individual, collaborative and focused group work. Plenary sessions for reflection, assessment and evaluation are also a key feature of lessons. Lesson structures are based around the principles of 'Assessment for Learning'.

Whole class teaching

Teaching is rich in opportunities for speaking and listening; it is interactive, engaging, differentiated and inclusive to meet the needs of all children. Teaching is driven by allowing children the majority of each session to engage in the fluency, reasoning, enquiring and application of the skills they are learning.

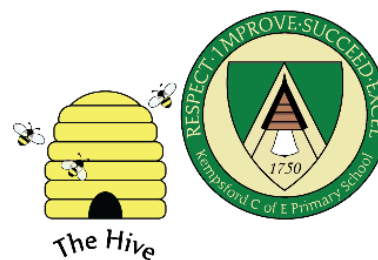
Teaching strategies

Teachers ensure links and connections are made to previous learning. Staff manage children's misconceptions and enable them to use these as positive aids to learning. There are opportunities to work in depth and to think in detail. All staff promote the use of appropriate technical and meta-language to help

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children conceptualise what they are doing and make it transferable. Every opportunity is taken to actively promote success for each child. A wide range of teaching styles are evident in our classrooms.

Tasks and activities

Activities are matched and levelled to children's needs and abilities, and afford opportunities for children to apply and extend their knowledge and skills. Staff ensure a balance of individual and collaborative work, with opportunities for discussion, reflection and assessment of progress.

Assessment

Teachers use lesson objectives diagnostically to identify progress in the course of the teaching and is responsive to children's needs, providing support at the 'point of difficulty'. Our focus is on targeting and tracking individuals, along with children being actively involved in assessing their own progress and defining personal objectives and using Success Criteria. Younger children will judge their progression and achievement through Success Criteria whilst the older will develop their own Success Criteria. All children have the opportunity to develop Success Criteria.

Successful Learning

We believe that successful learners show the following characteristics:

a) **Successful learners believe they can Excel.** They progress through:

- Having a positive view of themselves and their abilities;
- Building on what they know;
- Improving their skills, knowledge and understanding;
- Progressing from simple to more complex thinking and action;
- Gaining positive feedback, approval and reinforcement of their success.

b) **Successful learners are active in their Success.** They:

- Link new learning to what they already know;
- Make connections and generalisations, and construct rules;
- Generate and test hypotheses;
- Express and clarify their ideas and opinions;
- Have strategies for problem-solving;
- Imagine and empathise;
- Use a range of strategies such as talking aloud, using representations e.g. actions, drawings, maps, notes, diagrams;
- Analyse actions, ideas, processes and texts to understand and explain how they work;
- Critically respond and evaluate.

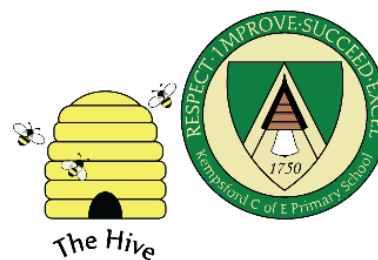
c) **Successful learners progress and Improve towards increasing independence.** They:

- Are clear about what is to be achieved – objectives, purpose, outcomes;
- Plan and manage their work, and know what to do if they are stuck or when they have finished;

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- Monitor and self-correct as they work;
- Initiate and extend learning activities;
- Use evidence and information sources independently;
- Give information and opinions confidently, knowing their views will be valued;
- Access resources independently as required;
- Have a repertoire of skills for using materials and tools, including I.C.T.;
- Evaluate and reflect on their own learning and achievements.

d) **Successful learners Respect one another and work co-operatively.** They:

- Behave appropriately;
- Co-operate in paired and group working;
- Contribute ideas and listen to others;
- Understand about turn-taking and the need for compromise;
- Learn from the experience of others;
- Support others in the group.

e) **Successful learners have positive RISE attitudes.** They:

- Show interest and enjoy the challenge and success of new learning;
- Concentrate and follow tasks through;
- Try to learn from misconceptions, errors and strategies that fail;
- Accept and learn from constructive criticism.

At Kempsford Church of England Primary School our efforts are focused on promoting the self-esteem of all our children and giving them a positive view of themselves and their learning capacity. Effort, progress and success at all levels is recognised and celebrated – with the individual child and with the class; and with the whole school through celebration assemblies. In this way we hope to ensure that all our children regard themselves as successful learners and exhibit the attributes and beliefs listed above.

4. **Effective Planning**

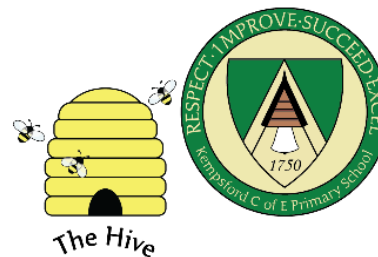
Whole school planning encompasses learning objectives across the full primary curriculum. For Literacy and Maths, these are mapped out into a learning journey, which is shared with the children and parents. Skills, knowledge and understanding are promoted through a wide range of teaching and learning activities on a topic map and a termly letter. An annual plan ensures that all staff are working to an agreed programme, with particular reference to the National Curriculum and other appropriate topics. Key Stage planning ensures that age appropriate tasks and activities provide for continuity and progression in a broad, balanced curriculum. Staff aim to ensure that every opportunity is taken to connect learning and promote children's key skills across the curriculum. Medium and short-term planning adds detailed learning objectives and expected outcomes for each class / year group / working group. We work to ensure that our planning is informed by assessment and the needs of the children.

5. **Conditions for Learning**

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The most successful teaching and learning takes place when children and staff show interest and enthusiasm for what they are doing and enjoy working together.

Exercise Books

- Maths book
- Writing and reading book
- Non-Core- all at front apart from Science at the back.
- RE
- Sketch Books
- Phonics (Hive + KS1)
- Class DT floor book

All exercise books clearly labelled with child's name, class name and term value.

See handwriting and presentation Policy

See marking policy.

Environment

- The learning environment is well-resourced, functional, stimulating and attractive and must include:
 - 1) Maths and Literacy working walls, reflective of planning.
 - 2) Values Display
 - 3) RISE Wall showing the four elements of RISE
 - 4) House points and class based rewards
 - 5) Topic working wall
 - 6) Learning Skills working wall

A range of other relevant interactive resources will be used to enhance the environment at the relevant time.

- Classrooms and other areas are to be tidy and well-maintained, with clearly labelled, accessible resources;
- Staff regularly review the layout of the classroom in relation to the needs of the children.

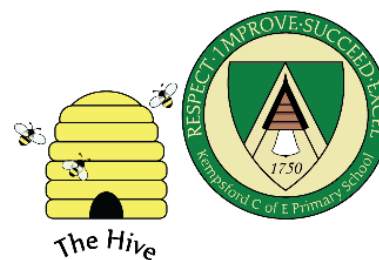
Relationships

- Staff develop and maintain good relationships with colleagues, children, parents and the wider community, in line with the Staff Charter – we recognise the importance of these partnerships in creating effective and successful conditions for learning;
- Staff give guidance and support to all additional helpers in the classroom, to make best use of their skills and expertise;
- Parents and friends are welcomed into school to discuss progress and celebrate achievement;
- Governors and colleagues are welcomed into school as part of the annual observation and monitoring programme.

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Parental Involvement

- Parents are informed termly of topics and curriculum areas to encourage involvement in their children's learning; Learning Journeys with associated homework's are presented at the beginning of the Journey (to be sent to Headteacher/admin within the first week of term).
- Curriculum events are arranged to provide parents with information on teaching and learning – including recent initiatives and ways to help children;
- Consultation evenings (minimum 2 per year) give parents opportunities to discuss progress and concerns. Parents are always welcome to discuss their children's progress with staff – either through an informal conversation, or by making an appointment to meet with the class teacher;
- Parents are warmly invited to join the 'Helping Hands' scheme – to become actively involved in aspects of school work which will support both children and staff;
- Parents are requested to read and sign our 'Home-School Agreement' at the start of each academic year. We value this shared commitment to each child's education.

Children

We expect our children:

- to be honest, polite and enthusiastic;
- to be good speakers and listeners;
- to care for others, showing consideration and thought;
- to have a good self-image and a positive attitude to their work;
- to work to the best of their ability and take pride in their work by giving consideration to good presentation of work and effective use of available time;
- to share and celebrate the success of their peers;
- to contribute to the care and maintenance of their classroom and other areas of school;
- to follow class and school rules, and to actively promote the Kempfsford Values.

6. Expectations

At Kempfsford Church of England Primary School all staff and children work together to establish the best possible conditions for learning. Classroom rules are discussed and agreed at the start of the academic year, and members of staff ensure that children quickly become familiar with class management strategies and routines. Staff ensure that children experience a broad and balanced curriculum – both in their daily timetable of lessons, and over the course of the week / term / year.

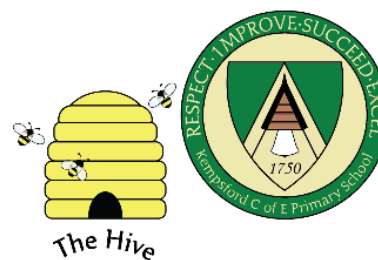
Each class has clear rules and routines for behaviour, in line with the agreed school rules, Kempfsford Values and School Behaviour policy. Staff ensure efficient and effective use of time in lessons, including established routines for transition from one subject/activity to another. Staff and children are fully aware of the strategies and systems for gaining attention, for moving around the classroom and for accessing resources and equipment. Children are aware of routines regarding independent work – what to do if you are stuck / when you have finished, etc.

7. Lessons

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Kempsford Church of England Primary School places considerable emphasis on the application and consolidation of English and Maths skills to support learning in all curricular areas. This is a key area of focus for our teaching and learning, and all staff are involved, through curriculum planning and delivery, in the ongoing process of making links and reinforcing aspects of work across the curriculum. We include our non-negotiable checklist into every lesson where relevant. (handwriting and presentation)

At Kempsford Church of England Primary School we ensure that we teach the full requirements of the National Curriculum; and we teach Religious Education in line with the local Agreed Syllabus. We aim to provide a rich and varied curricular experience for our children, which we hope will contribute to greater understanding, a sense of wonder about the world around them and a lifelong love of learning.

8. Challenge, Support, Enrichment and Extension

A range of provision and strategies are used to ensure that all our children are given the best chance to make progress and achieve success at the appropriate level. Children with special needs have planned intervention and some additional learning support; our planning takes account of their needs, along with those of children with recognised gifts and talents, who will enjoy extension and enrichment activities where appropriate.

Other documents to compliment this policy:

- Home – School Agreement
- Homework Policy
- Behaviour and Discipline Policy
- Marking and feedback Policy
- Health and Safety Policy
- Assessment, Recording and Report Writing.
- SEND policy
- Equal Opportunities
- Safeguarding Policy
- Presentation Policy