



Nursery Hill
Primary

Teaching and Learning Policy

2020-21

RATIONALE

We recognise that our children learn most effectively in an environment where they feel secure and their attainment and progress is personalised to their needs. The quality, effectiveness and consistently high level of pupil learning and achievement critically depends upon the quality and effectiveness of the learning and teaching they receive. In order to maximise their potential and achieve the outcomes in the national curriculum and every child matters agenda, we will retain a sharp focus on our aims and work towards achieving them.

AIMS

- To enable pupils to maximise their potential and raise standards through high quality teaching, which takes account of varying learning styles and the range of multiple intelligences.
- To develop in pupils the range of skills, abilities, knowledge and understanding necessary for active citizenship in the 21st Century, through a cross curricular approach.
- To provide learners with a broad and balanced curriculum in which they have opportunities to apply skills and learning to real life and cross-curricular content.
- To develop learners' knowledge of HOW to learn.
- To develop children as lifelong learners.
- To create an environment where children's self-confidence and self worth can be developed.
- Wherever possible, cross-curricular should be made in each lesson, to match the cross-curricular topic overview completed half termly.

Learning and Teaching at Nursery Hill Primary

The delivery of the curriculum is organised by year group and is directly linked to the National curriculum aims for each year group at each phase of the primary school.

In lessons taught at Nursery Hill Primary there will be evidence of the following:

- Clear learning objectives/ WALTS and S.C/ WILFS are displayed, referred to and shared with children.
- Effective planning for the lesson linked to the National Curriculum 2014.
- Staff will make use of mini plenaries throughout the lesson, where they will revisit the learning objectives with the children and make an assessment of the lesson taught. It will also stretch and extend the children's understanding towards greater depth.
- Each part of the lesson has a clear purpose to ensure good pace.
- AfL should be ongoing throughout the lesson (not as an 'add on') – this will help to inform the planning and teaching of subsequent lessons. This should include:
 - Differentiated questioning (whiteboard activities, hands up etc).
 - Work completed.
 - Assessment and Feedback policy.
 - Self/peer assessment
 - Individual targets and one page profiles
 - Feedback policy
 - Marking Policy
 - Mini plenaries.
- Effective speaking and listening is an integral part of all lessons (including appropriate and effective use of talk partners, verbal tennis, group discussions etc).

- Independent learning is evident (through being differentiated according to the child's needs, resources readily available, working walls used appropriately).
- Good positive classroom management.
- Stimulating and not overbearing classroom environment
- Differentiated tasks according to ability in each lesson. This will include scaffolding, resources and support.
- Differentiated groups clearly evident in the classroom where appropriate.
- Direct teaching of groups
- Use of prior attainment and data analysis
- High expectations of the children.
- Choice and challenge in lessons.
- Effective use of teaching assistants(who will work with a different group each day)
- Homework tasks.
- Effective marking using the feedback policy.
- Effective use of ICT, where appropriate.
- Wherever possible in lessons, cross-curricular links will be made.

We set high expectations for all pupils, to deliver a curriculum which gives all pupils the chance to realise their full potential and monitor by ethnicity, gender, more able, SEND, FSM, EAL, PP and EVER6.

All children in school are tracked to ensure that programmes of work are modified appropriately.

Learning and Teaching in the Foundation Stage

Learning takes place inside and outside the classroom, allowing for large and small scale exploration of ideas. High quality play resourced by an excellent environment **must** underpin learning. There is a balance between child initiated and adult led learning. Children are encouraged to initiate their own learning where teachers will carefully observe and know when to skilfully intervene.

First hand quality experiences which engage all of their senses will contribute to deep level learning.

The environment is well organised and resourced to enable children to develop independence and initiate their own learning. Teachers must allow children to work uninterrupted at their own pace without imposing a ceiling on the possible outcomes. The eye of the practitioner should be well trained to know when to support learning and when to challenge learning.

There are 7 areas of learning which form the basis of teacher and learning in the foundation stage.

Prime areas are:

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

Specific areas are:

- Mathematics
- Understanding the World.

- Literacy
- Expressive Arts and Design

These areas are taught through topics and are integrated wherever possible. In fact it is often the case that several areas of learning will take place in a well planned experience. The importance of child initiated free flow play is not undermined. Planning is based on what observations tell us about how children are developing and what they need to excel.

Role of the learning support assistant.

Practitioners work as part of a team and all have high expectations in all that they do. All practitioners are involved in making observations of children and contributing to the planning.

Organisation of groups

We are acutely aware that a small minority of our children will arrive at school with little pre-school experience as well as EAL needs. To this end we have placed a great emphasis on the adult child relationship. We seek to maintain a teacher and teaching assistant in our EYFS class. The adults who teach in EYFS will pay close attention to developing a secure, warm and positive relationship with the child and the parent. If there are any concerns about any child at risk of under achievement, this will be monitored and the appropriate support put into place within a time frame.

Assessment

Children in the foundation stage are assessed against The Early Years Outcomes through Classroom Monitor. Information for these profiles are collected in digital learning journeys. The learning journeys contain detailed information on each child's learning within the foundation stage, their achievements, attainment and next steps that practitioners will do to help learning and development progress.

Transition from Reception to Year 1

In order to give children a positive experience of transition from reception to year 1 and to promote continuity in learning, the period of transition will be based on the needs of the cohort. A move to more formal curriculum will take place in the latter half of the summer term in reception.

Learning and teaching – Key Stage 1 and 2

Children in these phases will be taught formal curriculum according to the programmes of studies in the National Curriculum 2014.

Time allocations

- The children are taught Maths and English on a daily basis.
- There is a daily session of Phonics or Basic skills/GPS (depending on needs of the children).
- Reading is taught every day.
- SMSC and Music are taught weekly, with MFL in KS2.
- All other subjects will be taught through half termly topics and may be 'blocked' on the timetable if this is more appropriate eg: Science and KUW

Cross Curriculum

Our aim at Nursery Hill Primary is to develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future. To have every single child buzzing with the excitement of learning, feeling successful, growing in confidence and developing as an active and responsible citizen.

Mastery Approach

Nursery Hill Primary has adopted the Maths and English Mastery approach to teaching and learning. Mastery is a journey and long-term goal, achieved through exploration, clarification practice and application over time.

Maths Mastery Approach is an engaging and accessible style of maths teaching, inspired by Singapore and Shanghai. The approach enhances mathematical understanding, enjoyment and achievement for every child.

This programme pulls together many established ideas and methods into one rigorous teaching approach.

Children are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Mathematical concepts are explored in a variety of representations and problem solving contexts to give pupils a richer and deeper learning experience.

English Mastery Approach is an English curriculum taught through immersion in a high quality text to develop young learners who have fluency and depth of understanding in a range of reading writing, grammar and punctuation skills. The principles of a mastery curriculum are that all pupils keep up with the pace of the learning and gaps are addressed immediately so that no pupil falls behind. Instead of the teacher trying to teach five different lessons at once and personalise the learning for thirty different pupils, teaching for mastery means that all pupils are taught together as a whole class through a highly tuned teaching approach.

For each year group, the Mastery English curriculum is built around six high quality, whole class texts which the class spend time exploring and enjoying. The texts are carefully chosen and are typically a classic, a novel linked to their topic or a contemporary children's author, perhaps to appeal to that particular class. Every single pupil experiences reading and engaging with high quality literature by holding a copy of the book and sharing the teacher's passion for reading. The children read the whole text through individual and shared reading, which means that everyone can enjoy the reading experience and they can keep up with the book. The interesting thing with this approach is that the reading comprehension, grammar, punctuation and technical writing skills are completely embedded into the whole class teaching approach and taught in the context of the whole class text.

Organisation of groups

Teachers are expected to use a variety of grouping to cater for the different styles of learner. These comprise of:

- Working independently.
- Paired work.
- Ability groups.
- Mixed ability groups.
- Whole class.

Roles of the Teaching Assistant (TA)

- TAs will support the teacher in planning, assessment (including classroom monitor where applicable) and classroom management.
- TAs support the children through AfL, individual or group teaching.

Planning in KS1 and 2

Each teacher is responsible for their own planning. Advice and help from subject leaders will be available to support teachers with specific knowledge and skills. All planning is stored on the ICT system in the shared area.

Learning Objectives and Success Criteria

- Learning Objectives (WALT (KS1) or L.O.(KS2)) must begin with 'To understand...' or 'I know...' and state what the children are learning in that lesson.
- Success Criteria (WILF (KS1) or SC (KS2)) will either be a sentence or bullet points explaining how the LO will be met and shared with the children (if needed transferred to books)
- For KS1 and those children who need support in KS2 – the LO and SC should be on sticky labels and stuck into their books prior to the lesson.

Speaking and Listening

In order to raise the standards in speaking and listening opportunities should be planned for across the curriculum.

ICT

Teachers must make effective use of ICT in all lessons, without heavy reliance on one method. Planning should show uses of the interactive whiteboard, visualiser, use of Internet, DVD's for visual Literacy, recording equipment, taking photographs and filming for hands on experience.

Mini Plenaries

Teacher will, as part of good practice, engage in mini plenaries as and when needed to clarify and misconceptions the children may have. This is highly dependent upon the teacher's use of assessment for learning.

Differentiation

In order for every child to make progress within a lesson, teachers must ensure that work is differentiated and pitched at the right level.

Differentiation can be achieved through adapting the task through the challenges, pupil outcome, teacher input, questioning and through resources. Pupils can be arranged in ability or mixed ability groupings, peer tutoring partners, which can also aid differentiation.

Role of the parents

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding expectations meeting at the start of the term.
- Holding regular parents' evenings to explain our school strategies for teaching the curriculum.
- Sending annual reports to parents in which we explain the progress made by each child and how they can improve further.
- Explaining to parents how they can support their children with homework.

Monitoring and Reporting

The Leadership Team will evaluate the effectiveness and impact of the policy, through lesson observations, work scrutiny and pupil interviews. The monitoring of the policy will be reported to the Governor's Curriculum Committee.

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Policy reviewed and updated July 2021