Roman Road Primary School

Learning & Teaching Policy

Drafted January 2022
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Purpose of the Policy (please also refer to home learning policy)

Teaching and Learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the requirement of the Education Reform Act relating to the National Curriculum, religious education and collective worship.

This document lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community, to ensure that all are aware of the fundamental principles underpinning the work of our school.

Principles of Teaching and Learning

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.

Aims

All members of the school community should

- be tolerant and understanding, with respect for the rights, views and property of others
- develop a responsible and independent attitude towards work and towards their roles in society
- achieve their full potential in terms of academic achievement, aesthetic appreciation and spiritual awareness

At Roman Road Primary School we undertake to:

- ensure that all pupils make termly and yearly progress in their learning. This is evidenced through progress in the NTS maths and reading assessments as well as AP Literacy writing levels and 'Development Matters' in the Early Years Foundation Stage.
- raise levels of attainment for all pupils, enabling them to achieve their personal best
- develop confident, disciplined and enquiring learners, able to make informed choices and who foster a love of learning
- foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- facilitate considerate and positive relationships between all members of the school community
- ensure equal opportunities in relation to gender, race, class, special needs and belief
- value and respect all cultures
- provide a safe and happy work place
- promote a thoughtful attitude towards the immediate and wider environment

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by

- valuing 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 we 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, behaviour and work

- working as a team, supporting and encouraging one another

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. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm, quiet 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.
- providing positive role models.
- providing a fair and disciplined environment, in line with the school's behaviour policy.
- maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Providing effective marking and following the schools marking guidelines
- 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 and the areas of Learning and Development in the 'Development Matters'
- valuing and celebrating pupils' success and achievements.
- reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- welcoming, supporting and teaching of teaching and non-teaching students
- effective management of their Planning, Preparation and Assessment time

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy (see school policies folder), all children at Roman Road Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Teaching

<u>Management of the School Day:</u>

<u>The School Day</u>

KS1

08.45 – 09.00	Registration and morning activity
09.00 - 09.35	Phonics / guided reading
09.35 - 10.35	Literacy/Numeracy
10.35 - 10.50	Play
10.50 - 11.50	Literacy/Numeracy
11.50 - 12.05	Skills
12.05 - 13.05	lunch
13.05 - 14.00	PM session 1
14.00 - 14.15	Assembly
14.15 - 15.15	PM session 2

KS2

08.30- 08.45	Registration and morning activity
08.45 - 09.15	Phonics / guided reading
09.15 - 10.15	Literacy/Numeracy
10.15 - 10.30	Play
10.30 - 11.30	Literacy/Numeracy
11.30 – 11.45	Skills
11.45- 12.45	lunch
12.45 - 13.45	PM session 1
13.45 - 14.00	Assembly
14.00 - 15.00	PM session 2

Skills mean Handwriting/Spelling/Grammar/ Mental Maths

Total Curriculum Time Allocation per school day –

KS1: 4 hours 30 mins
KS2: 4 hours 45 mins

Total Curriculum Time Allocation per week   KS1: 22 hours
KS2: 23 hours 45 mins

<u>The School Day for Reception class</u>

08.45 - 08.50	Registration and morning activity
08.50 - 09.25	Phonics /writing activities
09.25 - 10.25	Child initiated and adult focus activities

10.25 - 10.40	Play time
10.45 - 11.00	Assembly (Singing and Well done)
11.00 - 11.45	Numeracy
11.45 - 12.00	Lunch
13.00 - 13.30	PM Session 1
13.30 - 14.30	Reading, Child initiated and adult focus activities
14.30 - 14.45	Tidy up
14.45 - 15.15	Circle time/Story time/Singing activities

Timetable for Preschool and Nursery class

Morning session   8.30-11.30

Afternoon session   12.15-3.15

15 hours per week of play based adult led and child initiated planned activities

* Curriculum Time Allocation is equal to the number of hours in a school day less registration times and assemblies

Curriculum Time Allocation

Work will be planned using the Whole School Long Term Curriculum Framework. Teachers will follow approved Schemes of Work with reference to whole school planning, to ensure that programmes of study are effectively covered.

At Roman Road Primary School we are committed to following the programmes of study as required by the Early Year Development Matters and the National Curriculum,

We are committed to raising standards in *Basic Skills.* By *Basic Skills*, we mean the ability to read, write and speak in English and to use mathematics and ICT at a level necessary to function and progress at work and in society in general.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:
- the provision of appropriate resources
- planning extension activities, which can be carried out by individuals or groups of pupils
- support for pupils, where appropriate, whether that support be a practical or human resource
- feedback and target setting through marking and self assessment

KS1 Time Allocation per Week

Literacy: 5 hours plus 2 hours 30 mins RWL/Guided reading and story
Numeracy: 5 hours
Science: 1 hour 50 mins (an afternoon per week)
ICT: 50 mins *
History: 50 mins
Geography: 50 mins
Art: 50 mins
MFL   45 mins
D & T   50 mins
Music: 50 mins
P.E.   2 hours
R.E.:   1 hour
PHSE   50 mins
(half termly 2.5 hrs plus assemblies/weekly class follow on assemblies/PSHE related focuses and events)

KS2 Time Allocation per Week

Literacy: 5 hours plus 2 hours 30 mins RWL/Guided reading
Numeracy: 5 hours plus 30 minutes Mental Maths Time
Science: 1 hour 50 minutes (an afternoon per week)
ICT: 55 mins *
History: 55 mins
Geography: 55 mins
Art: 55 mins
MFL   45 mins
D & T   55 mins
Music: 55 mins
P.E.   2 hours
R.E.:   1 hour 15 mins
PHSE   55 mins
(half termly 2.5 hrs plus assemblies/weekly class follow on assemblies/PSHE related focuses and events)

The allocation of time for the ICT curriculum may be incorporated into the planning for other areas of the curriculum, alongside planning of explicit ICT lessons and Basic Skills lessons.

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:
- the development of close links between Nursery and Reception classes (the Early Years Foundation Stage)

- provision of an integrated curriculum both inside and outside the Early Years Foundation Stage Reception classroom
- in the Early Years Foundation Stage Reception classes, 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 way
- the involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Reception and Key Stage 1
- ensuring book corners are comfortable and attractive
- provision of writing resources, available for use at all times and centrally accessible
- the use of labels and posters, wherever possible, to reflect the language diversity in the school
- resources in each area will be grouped according to curriculum subject and clearly labelled
- pupils will be involved in the maintenance and care of all equipment and resources
- effective use of informative and interactive display

Teaching styles

Similarly, a wide variety of teaching styles will be used to ensure equality of access, and effective matching of tasks to needs:
- interactive teaching
- didactic teaching
- conferencing
- 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
- teacher observation
- discussion and questioning (open and closed as appropriate)
- previewing and reviewing work
- 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

Teachers may use a range of strategies or styles in any one session.

Planning

Planning references the Early Years Development Matters, the National Curriculum, White Rose Maths and the schools medium term topic plans. Planning must be completed using the school planning format. Published plans for reference can be used as a resource by these need to be adapted to meet the requirements and need of the children at Roman road. Teachers receive guaranteed planning, preparation and assessment time every week.

Teachers and their Teaching Assistants must meet weekly for 40 minutes in year groups to look through planning. The weekly 40 minute slot must be mutually agreed and adhered to. If planning times are changed the lead for TAs (Bev Mattis) must be notified in advance. A copy of the plans should be given to relevant support staff at this time. Completed plans should be uploaded to the MLE by Monday 9.00am (unless agreed with the Head Teacher).

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:
- whole class teaching
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc)
- one to one teaching
- conferencing
- research

Differentiation

Teachers will differentiate the curriculum by:
- task
- desired outcome
- giving teacher/other adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.

Cross Phase Continuity

Continuity is ensured by:
- Liaison between Nursery, Reception and Key Stage 1, and   Key Stage 1 to Key Stage 2.

- Regular liaison meetings between teachers of Year 6 pupils and those from prospective secondary schools.

- Visits to secondary schools by Year 6 pupils transfer of pupil records of progress and summative assessment results.

- EYFS profile data is passed on to the year 1 teacher at the end of the summer term in order to help plan for the children.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range.

Additional classroom resources are held centrally. Resources for curriculum subjects are held in subject specific storage areas accessed by coordinators. They are audited by the

relevant Curriculum Co-ordinator**.** Curriculum postholders are responsible for the ordering of resources, within a budget, and staff may contact them with suggestions for specialist materials which may need ordering.

Consumable classroom resources are kept by the admin staff. Teachers make a note of any resources required and hand their order book to the Finance Officer by the deadlines given.

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.

Classroom Support

Classroom helpers are available in the form of paid classroom assistants. As appropriate, and at the discretion of the class teacher and head teacher:
- All support staff / additional adults should be wholly deployed to work with children at all times during core subjects teaching, as set out on timetables. They should be engaged in helping learners make progress at all times.
- All staff and volunteers are DBS checked.
- Teachers who have student teachers placements should prioritise maximising learning opportunities for their class by working with individuals or groups that require additional input and support.
- Secondary school pupils and FE students on work placements are accepted into the school and certain standards of dress and conduct are expected

Setting

At Roman Road Primary School we believe in setting children into ability groups for English and Maths wherever possible. This ensures that the pupil to teacher ratio is as low as possible to allow individualised learning. Similarly, this is a means of bridging the gaps in progress between the highest achieving and the lowest achieving pupils and is a demonstrable good value use of pupil premium funding. Usually, the C Set (LA Group) will have no more than twelve children and the teacher will be supported by a teaching assistant. Set effectiveness are monitored by senior leadership and coordinators and changes made on a termly basis to ensure all children are making as much progress as possible. In Year groups that do have sets there is an expectation that work will be differentiated two ways whilst in whole classes work will be differentiated three ways.

Learning

The emphasis of our Teaching and Learning Policy is on first hand experience and we encourage children increasingly to take control of their own 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
- observation
- talking and discussion
- asking questions
- practical exploration and role play
- retrieving information
- imagining
- repetition
- problem-solving
- making choices and decision-making

At Roman Road Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles:

Classrooms will be organised to facilitate learning and the development of independence, through a range of different styles of learning:
- individual learning
- collaborative learning in small groups, or pairs
- one to one learning with an adult, or more able pupil
- whole class
- 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.

Learning support assistants, learning support teachers and external agencies will be employed to support children with Special Education Needs, as outlined on the Individual Education Plans.

Behaviour Management

This is outlined in the whole school Policy for Behaviour and Discipline (a positive approach). A major aim of the policy is to encourage children to practice good behaviour by operating a system of praise and reward.

<u>Homework</u>

Homework is considered to be a valuable element of the learning process and therefore children are encouraged to work at home on a regular basis. It is expected that all children will daily read or share a book at home with their parents, and practice multiplication tables and spellings which children are tested on a weekly basis.

Additional homework activities may be given to children to help them practice basic skills and in Year 6 to help prepare them for life at secondary school.

<u>Marking and Feedback to pupils</u>

Pupils learn about the progress they are making through marking and feedback from Teachers. Effective marking aims to make children learn, not to find fault, so comments will be positive and constructive and follow the schools agreed Marking Policy. At the core of marking are opportunities for pupils to understand the gaps in their learning and the next steps that will help them achieve and progress. Feedback enables pupils to understand to what extent they have achieved the lessons learning objective. Pupils in Year 1 and above assess their own learning to determine if they understood; need more support or did not understand the tasks and objective of the lesson.

<u>Roman Road Marking</u>

See Marking Policy

<u>Monitoring and Evaluation</u>

Cycles of monitoring are in place for profiles, books, plans and lesson observations. Lessons are observed by school Leadership and subject co-ordinators.

- Co-ordinator files are monitored to ensure they contain the essential elements set out on the contents page provided by DHT.

- Planning is monitored for differentiation, progression, topics covered, assessment and evaluation.

- Lessons are observed for quality control and CPD. They also provide data for quantifiable purposes.

- Books are monitored for presentation, marking, quantity and quality of work and to establish progression.

- Profiles are monitored for presentation, quantity and quality of child observations, photographs, teachers notes, parent comments, child initiated samples of writing, tracking of progress and next steps

- Learning Walks are organised and highly structured collaborative enquiry walks through the classroom by senior leaders in order to identify evidence of progress and areas of development. They include short visits to classrooms by senior leaders to collect evidence, learning about what is happening and ask questions. They are intended to be constructive rather than judgmental and aim to help the school understand how teachers teach, how learners learn and what gets taught to whom and when. Senior leaders will always undertake learning walks with one or more specific themes in mind. The themes may include, learners progress, differentiation, impact of support staff, quantity of learning, standards of work, enjoyment of learning and attitudes, AFL, behaviour for learning, classroom environment etc. Subject Leaders will also undertake learning walks in humanities, ICT and science to evaluate and plans next steps.

Unless an immediate concern has arisen, prior notice of at least a week is given, regarding all observations and monitoring of books, plans and co-ordinator files. In order to quality control and ensure teachers meet expectations in Teaching and Learning at Roman Road school the HT expects deadlines to be met in all cases. Where there is concern i.e.deadlines are regularly not being met by a given party, investigation may ensue. Teachers who are identified as struggling to meet expectations and teachers standards e.g. around marking, behaviour management, teaching etc may be subject to an informal action plan following initial support and guidance.

See appropriate guidelines/procedures for this.

Learning Environment

It is important that the children have a stimulating learning environment which both provides information and celebrates children's work. Displays should be varied interactive and informative. Many different types of display should be used including, 3D work, handwritten work and work that had made full use of ICT opportunities. All work should be double backed.

Classroom and public area displays should be replaced regularly. Teacher will be notified of deadlines termly.

The role of the teacher is to complete the work with the children and to allocate the teaching assistant some time to back and display work for display. If further help is required help can be sought from the display TA.

See presentation policy for expectation in books.

Formative Assessment and Assessment for Learning

Formative Assessment and Assessment for Learning are 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 learnt and what, therefore, should be the next stage in the child's learning. Formative Assessment is mostly carried out informally by teachers in the course of their teaching and will form the basis of group or individual target setting.

Suitable contexts for such assessments include:
- small group discussions, perhaps in the context of a practical activity
- short tests given orally with a written pupil response
- specific assignments for individual pupils
- individual discussions in which pupils are encouraged to appraise their own work and progress.
- Understood through the marking and feedback process as outlined in Policy.
- Foundation Stage carry out ongoing observations, tracking and next steps.

Reception
At the end of their reception year, we summarise children's progress towards the early learning goals as outlined in the EYFS profile. Results of our assessment are sent to the LA for analysis.

In the Nursery
The children are assessed using the 'Development Matters' stages and aspects and their progress tracked using 'Progress Matters' tool. Children are assessed on entry to nursery and have a midpoint progress check and on exit from nursery.

Summative Assessment

- NTS maths and reading tests are carried out in years one to five, in terms two, four and six.

- SATs tests are carried out in term five for years two (teacher assessment) and six. Year six have both teacher assessment and past SATs papers termly in September, December and March.

- At the end of their Reception year, children are assessed against the areas of learning (ELGs) outlined in the Foundation Stage Profile, with the results being published to the LEA annually.

- Preschool and Nursery follow the 'Development Matters' system of assessment. Children are assessed on entry to the preschool and nursery and then again mid way through their time in the preschool and nursery.

- Children produce 2/3 pieces of extended writing work per half term in the appropriate books. This is assessed by teachers using AP Literacy criteria and then teachers produce a summative assessment on a termly basis of the progress child averaging their scores across different genres.

The overall statistical profile – but not individual results – is made available to parents, governors, the LA and national government.

Recording and Reporting

Records of progress are kept for each child and updated annually by class teachers. They may contain samples of pupil's work.

Progress and attainment of all pupils in each class are discussed and analysed three times a year through Pupil Progress Meetings. This informs target setting, grouping, intervention needs and planning. The class teacher, Assessment co-ordinator, SENCO, HT, AHTs and DHT are all involved in this process. + EAL

For Reading and Maths pupils are expected to make 7 points progress over a year and 10 points for writing to make more than expected progress. Pupil Progress meetings are designed to track this progress so that children that are not making the necessary progress are identified early. If a child is not making the appropriate progress then strategies are agreed to help facilitate progression. These strategies and progress are then reviewed at the next pupil progress meeting and targets set.

Reporting to parents takes place termly through Parents' Evenings. Following the annual report, parents have the option of meeting their child's teacher if they wish to discuss the report.

Parents may, of course, meet with their child's teacher by appointment at any other time to discuss particular concerns any through the academic year.

The Teachers' Role

Teachers work towards the school's aims by:
- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models; punctual, well prepared and organised
- maintaining an up-to-date knowledge of the Early Years Development Matters and the National Curriculum
- having positive attitudes to change and the development of their own professional development through network meetings and courses
- establishing links with the local community, including industry, to prepare pupils for the opportunities, responsibilities and experience of adult life
- working collaboratively with a shared philosophy and commonality of practice
- If a teacher has a student teacher/volunteer working within their class, the teacher must work with the class at all times unless carrying out an observation e.g. supporting children in small groups either within the classroom or in shared spaces.

The Pupils' Role

Pupils work towards the school's aims by:
- taking growing responsibility for their own learning and needs
- attending school in good health maintained by adequate diet, exercise and sleep (teachers keep a check on and take action if things go wrong)
- attending school regularly
- being punctual and ready to begin lessons on time
- being organised – bringing necessary kit, taking letters home promptly, returning reading books regularly and reading regularly
- conducting themselves in an orderly manner in line with the expected code of discipline

The Parents' Role

Parents work towards the school's aims by :
- ensuring children attend school in good health, regularly and punctually
- ensuring that their child comes to school feeling confident and positive ensuring that their child arrives at school wearing the correct uniform and bringing their P.E. kit
- ensuring that all contact addresses and telephone numbers are up to date and correct
- informing the school of reasons for their child's absences
- responding to letters sent home from school
- agreeing to and supporting the school's homework policy by giving due importance to hearing reading and assisting in learning of tables and spellings
- agreeing to the Parent / Teacher contract concerning their child's behaviour
- providing support for the discipline within the school and for the teacher's role
- sharing with the teacher any problems that their child is experiencing which affect their happiness, progress or behaviour
- contributing relevant information to EYFS profile assessment, when appropriate
- participating in discussions concerning their child's progress and attainments
- supporting their child and the teacher by attending Open Evenings and other meetings
- supporting their child by becoming actively involved in the operation of any Individual Education Plans or Special Educational Needs processes
- supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs
- being realistic about their child's abilities and offering encouragement and praise
- allowing their child to take increasing responsibility as they progress throughout the school

The School's Role
In relation to each of the above areas, the school will:
- respond to all offers of support as far as it is able
- respect all information given in confidence
- give clear information on the aims and objectives of the curriculum and school procedures
- give reasonable and appropriate access to teaching staff
- work in partnership with parents and carers to ensure the success of their child

- encourage parental involvement in working out the way forward for their child's educational future

The Governors' Role

It is the Governors' role to monitor and review the policy and its practise through:
- regular visits to oversee the delivery of the curriculum
- reporting to the Head teacher and teachers
- reporting to the curriculum sub-committee
- reporting to the Full Governing Body
- ensure fairness throughout establishment
- to receive reports from the Head teacher and/or the Teacher Governor
- to attend INSET
- to receive reports from the Premises Officer on relevant issues, in particular Health and Safety, and to follow up any relevant issues
- to promote and ensure at all times equal opportunities in relation to race, gender, class and belief
- to promote and ensure at all times the practice of giving value and respect for all cultures and faiths

The Community Role

The community is invited to support the school by:
- contributing to activities, such as assemblies, artistic events, specialist outings and clubs
- presenting themselves as positive role models to be emulated
- guiding pupils' behaviour as they play around the school and providing positive role models with regard to behaviour
- organising activities and events throughout the year, to extend and deepen pupils' knowledge and skills
- supporting school events
- voluntarily helping in the classroom

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Agreed / signed by Governors:
For Review January 2023