

Teaching and Learning policy

Gretton Primary School



Approved by:	Adam Sallis	Date: Autumn 2023
Last reviewed on:	September 2023	
Ratified by:	FGB	
Ratified on by:	[Date]	
Next review due by:	[Date]	

1. Rationale

At Gretton Primary School we believe in the concept of lifelong learning and 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; it should be fun and challenging. Through our teaching and our curriculum, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

These are the main values of our school, upon which we have based our AIM HIGH curriculum:

- Aware of the community and the world
- Inspired by the Wider curriculum
- Mindful by exploring mental wellbeing
- Happy
- Inclusive by understanding difference and celebrating differences
- Growth Mindset to ensure lifelong learning
- Hardworking in everything that is done

(Further information regarding our curriculum is available on the school website www.gretton.gloucs.sch.uk)

2. Definitions

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

3. Aim

We aim to support our children by providing a rich and varied learning environment and stimulating and relevant curriculum which encourages the development of the skills and abilities that our children need to succeed in all areas of life.

4. Objectives

Our objectives are to:

- promote a positive attitude towards learning, so that children enjoy coming to school, become confident, resourceful, enquiring and independent learners and acquire a solid basis for lifelong learning and the ability to make informed choices;
- foster children's self-esteem and help them build positive relationships with other people, encouraging them to respect their ideas, attitudes, values and feelings;
- provide a safe and happy work place in order for all pupils to achieve their full potential;
- show respect for all cultures and, in so doing, promote positive attitudes towards others and ensure equal opportunities for all
- enable children to understand their community and Britain's cultural heritage, and help them feel valued as part of it, and help them grow into reliable, independent and positive citizens;

- encourage each pupil to recognise and value his/her own strengths and talents, and to celebrate achievement and diversity in others;
- promote self-discipline and politeness, in order to behave responsibly and considerately;
- promote a thoughtful attitude towards their developing world including how their environment and society change over time;
- enable pupils to be creative, develop their own thinking and be aware of their own spiritual development.
- fulfil all the requirements of the National Curriculum and the Locally Agreed (Gloucestershire) Syllabus for Religious Education;

5. Strategies and procedures

5.1. Management

5.1.1. Management of the School Day:

The school gate is opened at 8:30 am and the children make their way to their classrooms. There is a morning playtime of 20 minutes split into KS1 and KS2. Lunchtime for KS1 is from 12:15 pm until 1:05 pm and for KS2 it is from 12:30 pm until 1:20 pm. School finishes at 3:05 pm.

5.1.2 Classroom Management and Organisation

5.1.2.1. Management

The learning environment will be managed in such a way as to facilitate the best learning for all children. All areas of the learning environment will be planned for, including, where appropriate, the Early Years and Y1/Y2 outside area, Forest School site and garden, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge, thus enhancing learning.

Teaching Assistants, and occasionally external agencies, will be employed to support children with Special Educational Needs, as outlined on their My Plans/EHCPs.

5.1.2.2. Behaviour Management

Teachers establish a good working relationship with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. We manage pupil behaviour as outlined in the whole school Behaviour & Discipline Policy. When children misbehave we follow the guidelines for sanctions as outlined in that policy. Each class will display the Gretton Golden Rules. We expect all children to comply with the rules in order to promote the best learning opportunities for all.

5.1.2.3. Organisation

We believe that the classroom environment sets the climate for learning and promotes independent use of resources and high-quality work by the children. The classroom will therefore be a well-organised environment, to facilitate learning and the development of independence. The following aspects of classroom organisation have also been identified:

- A flexible approach to the organisation and positioning of furniture will be adopted.
- The resources will be labelled for ease of retrieval. Writing resources will be available for use at all times, and will be centrally accessible.
- Book areas will be stocked with a range of appropriate texts.
- Labels and posters should wherever possible reflect the language diversity in the school.
- In the Reception class, 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 manner.
- Pupils will be involved in the maintenance, storage and care of all equipment and resources.

- Working walls help to enhance learning and where possible should be interactive - they are changed regularly. Additionally, we place great importance to the celebration of children's achievements and will display their work throughout the year.
- All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays of relevant vocabulary e.g. relating to English, Maths, Science and MFL .

5.1.3. Planning

Learning activities will be planned using the agreed format - see current versions of planning templates/proformas. Teachers will follow the agreed Schemes of Work with reference to whole school planning to ensure that programmes of study are effectively covered. Teachers will encourage pupils to work effectively within given time scales.

We plan our curriculum in three phases (further details are available on the school website):

- We agree a long-term plan for each subject. This indicates what skills and knowledge are to be taught in each term, and to which class.
- A medium-term plan gives clear guidance on the objectives, key skills, teaching strategies and assessment opportunities that we use when teaching each topic. We have an agreed format for such plans (see appendix). Medium-term planning will take place termly, with reference to the EYFS and National Curriculum, Whole School Curriculum Plan and Agreed Syllabus for RE.
- Weekly lesson plans are produced for English and Maths using the agreed format - see Appendix

We ensure that all tasks and activities that the children do either on or off the school premises are safe. If necessary we complete a risk assessment for the particular activity - examples of which are kept in the office.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning in order to give coherence and full coverage of all aspects of the Early Learning Goals.

Teachers and support staff meet when convenient to discuss the planned programme of study for that term.

5.1.4. Adaptive Teaching

The curriculum and the teaching in our school are designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum or our teaching to meet the needs of individual children, then we do so. Teachers will ensure quality first teaching and adapt the curriculum by using appropriate strategies such as scaffolding and questioning.

5.1.5. Assessment and Record-keeping

Assessment for Learning (AfL) is at the core of our teaching and learning, with a range of strategies being used to establish where the children are, and where they need to be, in terms of their learning.

Regular assessments are made of pupils' work in order to track progress and establish the level of attainment. The outcomes of such assessments inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy. Links are made to other policies e.g. Marking & Feedback Policy.

Key summative assessment opportunities:

- During a child's first term in YR, their teacher completes the EYFS baseline assessment to record the skills 'on entry' to the school;

- YR pupils are regularly assessed in relation to the Development Matters Statements and Early Learning Goals within the Early Years Foundation Stage Profile; outcomes are recorded on INSIGHT.
- Year 1 pupils are assessed in phonics using the Phonics Screening Check in the summer term.
- Year 2, 3, 4 and 5 pupils' progress in Mathematics and English will be assessed using a variety of assessment resources as identified by Subject Leaders and on-going teacher assessment of progress in these areas.
- Y4 pupils will complete the statutory Mathematics Tables Check (MTC)
- Year 6 pupils will complete Key Stage 2 Statutory Assessment Tests in Reading, Spelling, Punctuation & Grammar (GPS) and Mathematics. Teacher Assessment is used for Writing and Science.

All results from the above assessments will be analysed and used to inform future planning. The data will also be used to monitor and track pupil progress as they move through the school.

5.1.6 Monitoring and Evaluation

Monitoring and evaluation (M & E) of teaching and learning will be carried out in accordance with the school's Monitoring and Evaluation Policy.

- Pupils' work and progress will be monitored by the Headteacher, teachers and Subject Leaders.
- Moderation of written work (English) and Maths will take place at key points during the year to support teachers with the assessment process.
- Moderation of children's work is also undertaken in conjunction with other local schools (Cleeve Hill Cluster)

5.1.7. Teaching Strategies

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our teaching on our knowledge of the children's level of attainment. We have high expectations of all children and strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's EHCP, My Plans/My Plan +.

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies, namely:

- Initiating contact and developing a relationship between parent, child and teacher in preparation for admission to the YR class;
- Providing an integrated curriculum both inside and outside the YR classroom;
- Developing close links between YR staff / pupils and their early years settings eg. playgroup;
- Involving Subject Leaders in the development of individual curriculum areas, in order to monitor standards and ensure continuity & progression through the school;
- Observing teaching;
- Questioning (open and closed as appropriate) and discussion;
- Previewing and reviewing work;
- Didactic teaching;
- Interactive teaching;
- Listening;
- Mind Mapping activities;
- Providing opportunities for pupils to reflect on their learning;
- Demonstrating high expectations;
- Providing opportunities for repetition and consolidation;
- Providing encouragement, positive reinforcement and praise;
- Making judgements and responding to individual need;
- 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;
- Talk Partners;
- Working/ walls.

5.1.8. Resources

Each classroom is equipped with a set of resources and books appropriate to the age range. Specialist resources are stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the Subject Leader who will also ensure any consumables are replenished when necessary. Staff may contact Subject Leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with due regard for Health & 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.

5.1.9 IT Across the Curriculum

Children are encouraged to use IT to enrich their learning across the curriculum. Discrete Computing lessons support the learning of skills that are then applied within the context of other subject areas.

5.2. Learning

Opportunities are provided for pupils to apply their knowledge and skills in a range of contexts and for them to develop their own strategies for learning. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps and what makes it difficult.

5.2.1. Learning Processes

Children enter school at different stages of development. They 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:

- Play (particularly at Foundation Stage)
- 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
- Writing and recording

6. Roles

6.1 Trustee role

The Trustees' are ultimately responsible for monitoring the way the school curriculum is implemented. Trustees are linked to curriculum areas and they liaise with the Subject Leaders of these areas. They monitor the way the school teaches these subjects and any issues or areas for development. Governors also support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor classroom strategies in the light of health and safety regulations;
- receive a regular Head Teacher's report

6.2. The Head Teacher's role

The Head Teacher has overall responsibility for the day to day organisation of the curriculum. The Head Teacher monitors teachers' plans, ensuring that all classes are taught the full requirements of the EYFS and National Curriculum, and that lessons have appropriate learning objectives.

In relation to trustees, parents and the community, the Head Teacher will:

- Respond to all offers of support as far as possible;
- Respect all information given in confidence;
- Give clear information on the aims and objectives of the curriculum and school procedures;
- Encourage subject leaders to organise curriculum meetings or workshops;
- Ensure that a curriculum map of areas to be covered each term is sent home;
- Have available the Whole School Curriculum Plan;
- Ensure schemes of work and medium-term plans are prepared by teachers;
- Work in partnership with parents and carers to ensure the success of their child, encouraging parental involvement in working out the way forward for their child's educational future.

6.3 Staff role

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, in which each child can achieve his or her full potential;
- providing positive role models;
- maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's policies;
- effective management of their professional time;
- developing links with the wider community;
- providing children with meaningful, purposeful tasks, related to agreed programmes of study;
- reflecting on their strengths and weaknesses and planning their professional development needs accordingly.
- the school is proactive in supporting staff in developing their skills by providing appropriate INSET and training opportunities in order to ensure a high level of professional expertise and practice.

6.4 Role of the Subject Leader

The role of the Subject Leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress and standards in that subject area;
- provide efficient resource management for the subject.

It is the role of each Subject Leader to complete all monitoring and associated tasks, and to keep up to date with developments in their subject, at both national and local level. They should review the curriculum plans for their subject, ensuring that there is full coverage of the EYFS and National Curriculum and that progression is planned into schemes of work.

6.5. Parents' Role

We believe that parents have a fundamental role to play in helping children to learn and we do our best to keep them informed about what and how their children are learning. We also believe that parents have a responsibility to support their children and the school in implementing policies. We would therefore like parents to:

- ensure that their child has the best attendance record possible and arrives at school punctually;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement;
- attend parents' evenings to discuss progress, and information workshops to raise awareness of curriculum approaches eg to reading, Maths or spelling;
- engage in the curriculum topics being studied by their child each term (see curriculum map) and support the completion of any related activities sent home;
- become actively involved in the operation of My Plan/My Plan + or EHCP.
- engage with the information provided in the child's annual progress report;
- ensure that all contact addresses and telephone numbers are up to date and correct.
- support the school's approach to 'behaviour & discipline', 'anti-bullying', 'healthy eating' and 'e-safety'.
- support, the school's homework policy;
- attend all medicals and health interviews when invited.
- respond to letters sent home from school.
- inform the school of reasons for their child's absence.
- support extra-curricular and enrichment activities, such as visits, concerts etc.

6.6. British Values

British Values at a local and wider world level are promoted through various areas of the curriculum, such as PSHE and History, as well as during assemblies and Friendship Fridays.

The staff also promote British Values through:

- guiding pupils' behaviour as they move 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;
- establishing partnerships with other schools.

7. Review period and next review date

Last reviewed: Autumn Term 2023

8. Links

This policy links with other pedagogical policies ie. Marking and Feedback, Homework, Assessment and Monitoring & Evaluation. It also links to the policies on Equal Opportunities, Special Educational Needs, Behaviour and Discipline, Health & Safety and Safeguarding (including e-safety).

Gretton Primary School Two Year Curriculum Plan (- Year A 2021/2022, Year B 2022/2023)

Class and Year Group(s)	Year A Term 1 (Autumn)	Year A Term 2 (Autumn)	Year A Term 3 (Spring)	Year A Term 4 (Spring)	Year A Term 5 (Summer)	Year A Term 6 (Summer)
Robins (YR)	Autumn	Autumn	Spring	Spring	Summer	Summer
Kingfishers (Y1/Y2)	Towers, Tunnels and Tiaras!	Who Celebrates?	Toy Story	Great Explorations	Walk On The Wild-side	Great Britain, Greet, Gretton
Owls (Y3/Y4)	Rockin' All Over the World!		Water, Water Everywhere		Explore Europe	
Eagles (Y5/Y6)	Around the World in 80 Days		Let Me Entertain You!		What a Wonderful World!	

Class and Year Group(s)	Year B Term 1 (Autumn)	Year B Term 2 (Autumn)	Year B Term 3 (Spring)	Year B Term 4 (Spring)	Year B Term 5 (Summer)	Year B Term 6 (Summer)
Robins (YR)	Autumn	Autumn	Spring	Spring	Summer	Summer
Kingfishers (Y1/Y2)	Dinosaurs Roar	Is Fire Bad?	Is There Anything Out There?	Who are the Big Five?	How Amazing am I?	Are We Nearly There Yet?
Owls (Y3/Y4)	Invasion!		Glorious Gloucestershire!		Flight and Fight!	
Eagles (Y5/Y6)	The Final Frontier		So You Think You're Civilised		What Makes Britain Great	

Gretton Primary School

Class:

Topic Plan:

Term and Year:

Teacher(s):

Planned events, visits and main activities:

Week No.	N.C. Requirements (N.C. Subject Content)	Key Skills (N.C. Aims)	W.A.L.T (Objectives)	Planned Learning Activities (Initials of children not achieving expected standard)
1				
2				
3				
4				

5				
6				

General Notes:

(This pro-forma should be used to plan all N.C. subjects other than English and Maths - Art and Design, Computing, Design and Technology, Geography, History, Languages, Music, PE, PSHCE and RE. As many learning activities as possible should be linked to the topic)

WEEKLY MATHS PLANNING

Academic year:

Term:

Week:

Year Group/s:

Class:

Teacher(s):

(Group Name)				
<u>Objectives</u>	<u>Objectives</u>	<u>Objectives</u>	<u>Objectives</u>	<u>Objectives</u>
<i>Names of children in group</i>	<i>Names of children in group</i>	<i>Names of children in group</i>	<i>Names of children in group</i>	<i>Names of children in group</i>

	(Teachers Initials)				
Mon	<u>Description of tasks</u>	<u>Description of tasks</u>	<u>Description of tasks</u>	<u>Description of tasks</u>	<u>Description of tasks</u>
Tue					
Wed					
Thu					
Fri					

Class:

Year Groups:

Teacher(s):

Date	Objectives/Statutory Requirement from NC	Main Activity (Including Differentiation and WILF)	Additional Information (Eg role of TA)
Mon			
Tue			
Wed			
Thu			
Fri			

Notes and Comments on the week's lessons