

New City Primary School

Learning & Teaching Policy

November 2016

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Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all Learning and Teaching at New City Primary School.

1. Aims
2. School Expectations
3. Teaching
4. Learning
5. Curriculum
6. Assessment
7. Target Setting

1. Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

2. School Expectations

We expect all pupils to follow the 5Cs

Care
Courtesy
Commitment
Consideration

- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- We expect pupils to make rapid and sustained progress in lessons
- We expect teachers to systematically check understanding, intervening when needed
- We expect pupils to be challenged and where appropriate individual needs to be met
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps

3. Teaching

We expect:-

- Staff to have secure subject knowledge and understanding -when support is needed teachers can seek advice from Senior Leaders or subject coordinators
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective which is explained to the class
- That all lessons demonstrate key elements of good AFL practice
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- That all staff have high expectations of presentation, quality and quantity of work

- TA's are fully involved and active in lessons
- That all staff are familiar with the New City Teaching Timeline and use it to guide practice

4. Learning

- Pupils provide high levels of engagement, commitment and cooperation within learning time
- Pupils respond well to teachers and lessons proceed without interruption
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress
- Work is sustained with a sense of commitment and enjoyment
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available
- Children are provided with the skills to evaluate their own work and encouraged to do this every lesson

New City Teaching Timeline

Intro 20 Mins	Introduce learning objective and success criteria	AFL Strategies Used Throughout (possible exit points for key groups, independent or with TA support)
	Direct teaching of new learning and Modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect)	
	Set out expectation for end of the session	

Main activity 30 mins	Children reflect on previous learning and marking	AFL Strategies used throughout
	At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups.	
	Mini- Plenary used within independent learning time to : make connections /address misconceptions & refine/ rehearse	

Plenary 10 mins	Address success criteria and learning within groups- who has achieved? Demonstrate depth when appropriate using application questions	AFL Strategies used throughout
	Teacher evaluation next step-Where do we go from here?	

5. Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:-

Planning

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Newham Agreed Syllabus for Religious Education
- The National Curriculum for computing supported by the ' Rising Stars' scheme
- Schemes are also used to support work in Maths, RE, PE and Science

Long Term Planning

- Our 'Whole School Curriculum Overview' plots the content covered from nursery to Year 6 for each individual year group and each curriculum area, this is broken down carefully and opportunities to promote mastery are available throughout
- The Overview ensures balance and progression across the school and identifies cross curricular links and opportunities for educational visits

Medium Term Planning

- Curriculum coordinators prepare medium term plans which further support teachers in the delivery of the curriculum. Schemes are used where appropriate.

Short Term Planning

- Teachers are responsible for producing weekly plans. Teachers are encouraged to work with year group partners and other stakeholders to ensure that planning is relevant to the children in their class.
- Teachers are expected to annotate their plans to inform future planning
- Assessments inform areas which need further input
- SLT and curriculum coordinators regularly monitor, give feedback and support teachers' planning

6. Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment for Learning (AFL). Assessments are made against National Curriculum objectives to ascertain whether children are working at age related expectation.

Formal assessments are made each half term using a range of published tests. This enables teachers to use assessments and a wide range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils or groups of children at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified and have opportunities to develop further.

We use School Pupil Tracker Online to track progress and record children's achievements. Teachers continuously add assessments when children achieve objectives. SPTO calculates progress based on teacher observations and gives an indication as to whether children are meeting age-related expectations. Once per term children's Reading Age and Maths Age are assessed using Hodder Education published tests. The results of the tests are also tracked using SPTO enabling teachers to check progress over time.

7. Target Setting

Ambitious targets are set for all year groups and teachers work towards their classes meeting the targets. Pupil performance meetings are held with class teachers and members of SLT after each round of formal assessment.

Targets form one aspect of the Teachers' Performance Management cycle.

Children have their own targets with small, achievable goals in Reading, Writing and Maths. These targets are recorded on target cards in children's exercise books and are regularly reviewed.

Each half term parents receive report cards which detail their child's progress, targets and next steps.