Bucklesham Primary School

Primary Teaching and Learning Policy

January 2021

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Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

Statement of intent

At Bucklesham Primary School, We at Bucklesham Primary School aim to develop happy and confident learners for the future by:

- Providing a safe and happy learning environment

- Fostering a love of learning and a desire to do well

- Helping to promote tolerance, understanding, respect and a sense of responsibility to others, our community and the wider world

- Providing a rich and diverse curriculum, which meets the needs and individual, differences of the children and centres on the key drivers of Communication, Creativity, Environment and Wellbeing.

- Helping all pupils to understand their own learning styles by developing knowledge, understanding and enthusiasm for learning.

- Developing co-operative working relationships between all pupils, staff, governors and parents

- Providing equal opportunities for all

Most importantly!

We remember that children are the centre of our focus, and that they provide, along with the staff, parents and wider neighbourhood, a whole school community worthy of everyone's education and support.

Signed by:

Headteacher	Date:	
Chair of governors	Date:	

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- SEND Policy
- Marking and Feedback Policy
- Behavioural Policy
- Curriculum Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.
- Ensuring the curriculum sub-committee meets regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
- Observing lessons
- Viewing recordings of lessons as appropriate
- Viewing samples of pupils' work

- Viewing records of achievement
- Talking to pupils about their experiences
- Talking to teachers about their experiences
- Reporting their findings to the entire governing board

2.2. The SLT is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.

- Liaising with parents to ensure needs are being met.

- Working in classrooms, including teaching, regularly.

- Carrying out focussed classroom-based observations.

- Reviewing and commenting on planning, including on termly targets.

- Discussing all annual reports with staff.

- Completing a self-evaluation of the school's quality of teaching.

- Reporting on the quality of teaching and learning in the governors' report.

- Acting as role models for teaching staff.

2.3. Curriculum coordinators are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.

- Taking accountability for the progress of pupils in their given subject.

- Reporting on the effectiveness of the curriculum to the SLT and the governing board.

- Providing professional advice to the governor curriculum sub-committee.

2.4. Teaching staff are responsible for:

- Monitoring and evaluating their teaching.

- Seeking professional dialogue and constructive criticism from their head of department.

- Reviewing and evaluating their planning regularly.

- Setting appropriate and challenging targets for pupils based on ability.

- Collaborating with colleagues to moderate pupil achievement.

- Involving parents and other professionals in the monitoring process.

- Completing an annual review assessing the progress of their pupils.

2.5.   Pupils are responsible for:

- Being on time for school.

- Being prepared to learn.

- Placing coats and bags in the appropriate area.

- Storing personal belongings in the area provided.

- Not eating or chewing during lessons.

- Being attentive.

- Listening to and following all reasonable instructions.

- Treating everyone with respect.

External monitoring

2.6.   An SEO from Suffolk County Council will work on an half termly cycle to monitor teaching performance.

2.7.   The SEO will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it

2.8.   The SEO will undertake lesson learning walks book scrutiny and other monitoring activities .

2.9.   The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.

2.10.   Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Self-evaluation

Discussion with senior leaders

3.1.   Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?

- What is being done to monitor teaching?

- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?

- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?

- Are judgements based on the interpretation and evaluation of data and evidence?

- Are strengths and weaknesses in teaching and management identified?

- What strategies do TAs employ to support learning?

- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?

- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

3.2. The following questions should be discussed with pupils to assess the quality of teaching at the school:

3.3. How are you challenged in your lessons?

How do you know what your next steps are?

How do you know how to achieve your next steps?

What are you learning at the moment?

What new vocabulary have you learnt in school?

What new knowledge have you learnt?

How are you supported in school?

What do you use in the classroom to help you?

How does your homework help you in your learning in school?

What inspires you in school?

What do you do when you find something hard?

Do you get opportunities to express your creativity and to investigate?

How do adults help you in your books?

4. Learning environment

Setting the tone

4.1. The teacher will set the tone for the morning and afternoon sessions by taking the register. If no formal register is taken, the teacher will call out the names of the pupils to catch their attention and to indicate that the session has begun.

Seating arrangements

4.2. The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

The classroom

4.3. It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a termly basis and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons (except in science lessons where water could create a risk).

5. Our philosophy

5.1. Through our teaching philosophy, pupils are encouraged to show positive learning behaviour through our Learning Legends scheme. The areas are as follows:

Positive Attitude

Responsibility

Perseverance Try Try and Try Again!

Independent Learner

Listening and accepting others opinions

Respecting others

Everyone working together

Sharing and Caring

5.2. To encourage all pupils to contribute to lessons, teachers:

- Ensure pupils raise their hands before speaking to allow all pupils the chance to contribute without being interrupted.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

5.3. We reward and recognise achievement in the following ways:

- Praise more than criticise, following the schools behaviour policy.
- The school formally rewards pupil in the following ways:

- Commendation stickers

- Calling the pupil's parents praising the pupil
- Inviting the pupil to see the headteacher
- Achievement assemblies
- Stickers towards the school reward scheme
- Visual response on behaviour charts (star and shooting star)

- The school informally rewards pupils in the following ways:

- Congratulating pupils privately or in class
- Saying 'well done' to the whole class (class points)
- Writing positive feedback on written work
- Writing positive comments in a pupil's reading diaries

5.4. The teacher will manage disruptive behaviour by:

- Ensuring the school's Behavioural Policy is adhered to at all times.

5.5. To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.

- Creatively plan and deliver lessons.

- Motivate pupils effectively.

- Enjoy and have a passion for teaching.

- Continue to learn and enhance their skills.

- Hold high expectations for all pupils.

- Understand how thinking and questioning develop learning.

- Are consummate professionals.

- Engage pupils of all abilities.

- Seek out and accept constructive feedback from peers, pupils and parents.

- Are given opportunities to lead.

- Involve parents and carers in their teaching.

- Understand and implement effective behaviour management strategies.

6. Teaching strategies

The curriculum

6.1. Reception classes follow the EYFS profile. Years 1-6 follow the national curriculum. Programmes of study are adapted to fit mixed age classes.

6.2. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

6.3. While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and preparation

6.4. Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for.

6.5. Lessons have clearly identified learning objectives and levels of challenge, showing continuity from one lesson to the next.

6.6. Lesson plans clearly show how teaching assistants are used to enhance learning.

6.7. Timings and structure are made clear and the plan clearly demarcates the salient parts of lessons.

6.8. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

6.9. Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

6.10. Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

In-class support

6.11. TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

6.12. Pupils are provided opportunities to follow-up teachers' marking with questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High expectations

6.13. The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

SEND

6.14. Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

7. Assessment

Baseline assessment

7.1. Pupils joining the school will receive a baseline assessment when they start.

7.2. Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

7.3. Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative assessment (assessment for learning)

7.4. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

7.5. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

7.6. Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.

- Identify the next steps for learning.

- Inform future planning.

- Enable appropriate strategies to be employed.

- Facilitate the setting of appropriate targets for the class, group and individual.

- Track the pupil's rate of progress.

- Facilitate an evaluation of the effectiveness of teaching and learning.

- Inform future teaching and learning strategies.

- Identify individuals and groups for specific intervention support.

7.7.   Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

7.8.   Methods of formative assessment include the following:

- Question and answer sessions

- Hot seating

- Quizzes

- Self-assessment

Primary Impact grids record an overview formative assessments in reading, maths and writing

Summative assessment (assessment of learning)

7.9.   Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.

- Informing both parents and teachers of a pupil's attainment and progress.

7.10.   Summative assessments:

- Identify attainment through one-off tests at any given point in time.

- Record performance in a specific area on a specific date.

- Provide end of key stage test data against which the school will be judged.

- Ensure statutory assessments at the end of KS1 and KS2.

- Provide information about cohort areas of strength and weakness to build from in the future.

- Are used to determine a pupil's final grade.

- Are used to judge a teacher's performance.

- Are used to monitor the progress of individuals and groups of pupils.

7.11. Methods of summative assessment include:

- Termly assessment week previous SATS tests and PIXL tests

- External examinations such as the national curriculum tests.

8. EYFS Short observations

8.1. These are short, spontaneous 'capture the moment' observations. Teachers and early years practitioners (EYPs) document on to the electronic system Tapestry what the child has done. These are then annotated with the appropriate band and filed into the child's individual learning journal along with long observations. Both the long and short observations are used to provide evidence to assess and complete the EYFS Profile, and termly judgements are made using this information.

Tapestry

8.2. These are online learning journey that highlight key achievements for the children. Photographs of key events in Reception and exemplar pieces of work, mainly done independently by the children, are included in this book. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book to create a whole picture of the child. These books provide key evidence in support of the profile points, which creates a record of attainment for each child.

Focus activity

8.3. During focussed activities, teaching staff write comments on the child's work, , often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.

8.4. All of the information collated over the year provides the evidence base for the early learning goals at the end of Reception

9. KS1 and KS2

9.1. Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and levels of challenge. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

9.2. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

9.3. Termly tests may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.

9.4. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

Planning for assessment

9.5. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

9.6. Lessons contain clear learning objectives from Chris Quigley essentials curriculum. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

9.7. Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

9.8. Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

9.9. Results of published tests are used to contribute to overall teacher assessments.

Reporting

9.10. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

9.11. We provide opportunities for two-parent consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report. Year 5 and 6 have one of these meetings as a learning review where the children present their strengths and areas for development to their parents.

9.12. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

9.13. We give parents the opportunity to discuss their child's progress, by appointment.

9.14. We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths

- Average 'scaled scores' in reading and maths

- Percentage of pupils who achieved the expected standard or above in reading, writing and maths

- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

9.15. We will provide a link to our performance tables on our school website.

9.16. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

KS1

9.17. Reports for pupils at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.

- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

- Comparative information about the attainment of pupils of the same age in the school.

- Comparative information about the attainment in the core subjects of pupils of the same age nationally.

KS2

9.18. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.

- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

- Comparative information about the attainment of pupils of the same age in the school.

- Comparative information about the attainment of pupils of the same age in the school.

Moderation

9.19. Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation. Moderation is also carried out with other schools to ensure judgements are secure.

10. Individual learning

Support Plans

10.1. Support Plans are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement.

10.2. Support Plans are reviewed **termly** to ensure that they are still effective.

EHC plans

10.3. Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought.

10.4. More information can be found in the school's **SEND Policy**.

11. Monitoring and reporting

11.1. This policy will be reviewed *annually* by the **Teaching and Learning Committee**

11.2. The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

11.3. The next scheduled review date for this policy is **March 2022**