

Salmestone Primary School Teaching and Learning Policy



Salmestone
Primary School



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Name of Responsible Manager Executive Headteacher: Mr S Atkinson Deputy Headteacher: Mrs H Cooper	



1.1 MISSION STATEMENT

Salmestone Primary School provides all pupils with an exciting and enriching quality curriculum with the key skills and meaningful experiences needed to become lifelong learners. Our whole school community works together for the shared goal of pupil achievement whilst upholding the highest respect for one another in a caring and safe environment.

1.2 PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At Salmestone Primary School, we recognise that education involves children, parents, staff, governors, the community, TKAT (the multi-School trust to which we belong) and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate and numerate competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

'Readers for Life. Leaders in Life.'

Everything we do, makes a difference to the children's well-being, academically, socially, physically and emotionally.

1.3 Vision

At Salmestone Primary School, we recognise the importance of developing the whole child: we know that children that have their academic, spiritual, moral, social and cultural needs met will enter society as adults with the best foundations to lead them through life.

All pupils will be given every opportunity to achieve their capabilities and encouraged to learn about and develop their hidden talents in order to reach high levels of achievement.

All members of our school community will be fully equipped to meet all pupils' needs through appropriate professional development; the multi-School trust, TKAT, and school leadership team will provide appropriate challenge and support in all areas of school life. Therefore, in order to maximise the life chances of our children it is expected that teaching will be judged as good or better 100% of the time.

1.4 Values

All staff must demonstrate the school values at all times:

Achievement

Inspiration

Community

Perseverance

1.5 Reading

At Salmestone Primary School, we value the importance of sharing texts through all subjects. Our Early Readers are taught to read by following 'Read Write Inc'. 'Read Write Inc' is used to develop synthetic phonics over a series of stages that will, over time, lead to fluency and independent reading. As children complete the Read Write Inc. programme of study, we teach our children reading through our Read, Lead, Succeed lessons. When teaching the acquisition of new reading skills, we understand that quality whole class teacher talk and the modelling of reading strategies is of utmost importance. We use classroom discussion to promote reading for pleasure amongst children and adults which challenges, extends and enriches the way children think about reading.

1.6 Writing

Writing is an opportunity for children to express themselves, be creative, express ideas, opinions and show their true self. At Salmestone Primary School, our starting point is always the needs of the children. High quality texts are given at all points in a topic to ensure that the use of the spoken word develops high vocabulary within a context that children can use daily. Our teachers plan lessons in a progressive manner which are directly tailored to the needs and interests of our children.

1.7 Maths

At Salmestone Primary School, we recognise that reasoning is a strong thread that is vitally woven through our curriculum; Salmestone Primary School children are given daily opportunities to reason. We use 'Mathematics Mastery' to teach our children the mathematics skills that they will need throughout life. Mathematics Mastery works for the children at Salmestone because it is based upon 3 key principles to create dimensions of depth: conceptual

understanding; language and understanding, and mathematical thinking. Children are taught mathematics daily and refine and re-visit previously taught skills and knowledge through daily 'maths meetings'.

1.8 Foundation Subjects

Foundation subjects are taught through a topic/project based approach where subjects are linked to an overall theme. Hook events, a topic purpose and exit points/ events are planned into each topic giving our children an immersive, well-rounded approach to their learning. Learning is shared with other classes, year groups and parents at the end of topics. Wider curriculum subjects that may lose depth within a theme will always be taught discretely so children have the opportunity to deepen, rehearse and explore the learning content to its full potential.

1.9 Planning

- a). English and Maths planning is linked to the National Curriculum statements using the schools tracking grids, and the teaching sequence should be clearly recorded on planning. It is in line with National Curriculum requirements.
- b). Themed teaching, which includes Science, is based on and is in line with National Curriculum requirements. Learning has been mapped out progressively across all year groups and grouped into themes to spark interest and engagement.
- c). Learning objectives (L.O.) and the teaching sequence is clearly recorded on the planning, along with differentiated activities and supported groups.
- d). Assessment opportunities are identified and may take the form of questioning, observation or finished product.
- e). Targets, whole-school, group or individual, will be identified and communicated to children.

2.0 The involvement of pupils

- a). Children will be made fully aware of the Learning Objective (L.O.) related to their learning; this will be referred to throughout the lesson and it will be as 'child friendly' as possible. A variety of strategies may be used during the teaching aspect; visual, auditory or kinaesthetic. Cross-curricular links will be identified and shared with the children.
- b). Activities to develop a child's learning will be developed from the teaching input and will be linked to the L.O.
- c). At the end of the lesson, children will evaluate their learning using smiley faces peer assessment matching their work closely to the L.O.
- d). Marking and purple polishing time will be in line with the feedback Policy.

2.1 Structure of learning

Gradual Release Pedagogy

- In order to become self-regulating learners, we recognise that the methods used to impart knowledge and skills are vital for their retention. To ensure that we continuously secure good and better teaching practice, children are taught following a gradual release model. Within lessons, teachers provide a 'do now' task in the opening minutes of the lesson. Research shows that to interrupt the process of the 'forgetting curve', which hypothesizes the decline of memory retention over time, is a powerful tool to strengthen memories; at Salmestone, we interrupt the forgetting phase of previously taught knowledge and skills by re-visiting at intervals across the school day.
- The 'I do' phase of the gradual release model is a vital part of teacher instruction. Teachers at Salmestone use a variety of modelling techniques and promote the importance of watching and listening in order to begin the first steps of new learning.

- As the learning responsibility gradually shifts from teacher to child, lessons enter the 'we do' phase which ensures that children are guided to rehearse new knowledge and skills before moving to the guided 'you do' phase where paired activities and scaffolded tasks are used.
- Once children are confident and ready to apply and practise new skills and knowledge, they work independently to complete learning tasks matched directly to the learning objective. We believe that the gradual release of new information encourages the children to build the stamina for learning which will see them succeed in life. Within lessons, children will confidently and happily point you in the direction of our gradual release owls. The owls are used as a tool to help children understand the process of their learning and aid their success and independence.

2.2 Learning Styles

- a). It is expected that teachers will analyse the preferred learning style of the children in their class and take as many opportunities to support the children's learning by providing them with these opportunities as often as possible.

Visual Learners – prefer teaching and learning materials which include; pictures, mind-maps, computers, interactive whiteboards, diagrams, flow charts, key words, television extracts and video clips. They also like work which is in colour as it aids retention, different colours on diagrams to denote different meanings, highlighter pens on written notes, information in bullet point format or using key words.

Auditory Learner – prefer teaching and learning opportunities which use sounds and voices and prefer teaching and learning activities which are organised into discussion group work which helps with the understanding of the task, talking through demonstrations, making auditory recordings instead of written notes and use computers.

Kinaesthetic Learner – often enjoy sessions where teacher demonstrates a skill and then gives them a practical task, enabling them to feel, touch and practise their skills. Teaching and learning could involve activities which require them to touch and feel and activities which are practical.

2.3 Differentiation/ Scaffolding Learning

The individualised learning pathway can be achieved through four main ways:

- through differentiated or scaffolded learning objectives/learning outcome;
- through tasks;
- time allowed.
- use of other adults and intervention

a) **Differentiation by learning objectives/learning outcome:**

Allowing work to be presented in different ways e.g. discussion, a poster, report, verbal (radio/television style) or ICT presentation.

b). **Differentiation through tasks:**

This could be based around ability groups, use of 'help' sheets which offer advice on 'how to' complete work and extension exercises. Graduated tasks could be used, including understanding and development tasks.

c). **Time allowed:**

Use of different starting points and allowing progress at different rates through length of time allowed, or independent learning (working individually on a project),

d). **Use of other Adults**

Teaching Assistant, Parent helpers and trainees need to be fully aware of the outcomes of the task, and the steps involved in their work with the children.

2.4 Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order.

2.5 Teaching Assistants

- a). Teaching Assistants are given clear group objectives for the children they are working with and should be aware of whole class lesson objectives. They have a sound understanding of the skills and knowledge the class and their group is working towards. Feedback is given to the group or class at the end of the session, either written or verbal. Teaching assistants are fully involved in whole class, group and individual assessments and active in this role throughout the lesson.

Where Teaching Assistants are used to lead the teaching of Read Write Inc. sessions, there is a robust system of coaching and reflection in place with the RWInc leader.

2.6 Assessment

- a). Teacher assessment of a child's understanding will be conducted through recorded assessment opportunities.
b). Formative and summative assessments should be in line with the school's agreed Assessment Policy

2.7 Displays

The focus of display in the classroom is learning and the focus of display in public areas of the school is celebration and information.

In classrooms the main focus of display is to reinforce and support children's learning. Key displays include:

- Phonics resources
- Maths Meeting
- English display
- Reading display
- Science display

Children's work is celebrated and this can be displayed around the many display boards in the corridors and other public places.

Displays are interactive, exciting and will encourage people to stop and look. Display should also include 3 dimensional work or artefacts and not be exclusive to 2 dimensional pieces on a wall. Displays should also be tidy and changed regularly; these should be changed at least every term.

A display is:

- A place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- A place to display targets
- Explicit acknowledgement of children's contributions

- A place that has visual impact
- Confidence building
- Constantly used and referred to
- A place for planning / structure of children's work
- A teaching aid reinforcing teaching points

Resources and Study Packs need to be accessible to children at all times.

2.8 Resources

Classroom and central resources are the responsibility of classroom teachers who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area. Consumables will be replenished as necessary.

Pupils are 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

2.9 Special Educational Needs and Disabilities (SEND)/Inclusion

There are many barriers to learning such as learning difficulties, EAL, social or emotional needs. It is the responsibility of the school to provide the child and teacher with additional support and resources. Our Inclusion Leader and our SEN Team will support these children and provide a programme to support their needs.

The Inclusion Leader has responsibility to oversee the provision provided to all children on the Special Educational Needs Register. The Inclusion Leader is responsible for pastoral care including medical needs. Children who are experiencing learning or emotional difficulties should be referred to the Inclusion Leader.

3.0 Behaviour Management & Pastoral Care

It is the responsibility of all staff to ensure that the school rules are enforced not only in their classes, but in and around school. We have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability. Our aim is to keep behavioural issues to a minimum. All staff are required to read the school's rewards and sanctions behaviour management policy.

The children are given verbal guidelines, constantly reinforced, on how to behave in the school and in such a way that they will not endanger their own, or another person's safety, e.g. walking in corridors, supervised play areas, opening or closing windows.

The class teacher is the front-line pastoral carer, who takes registration each morning and sorts out any immediate problems the children may have with regard to the school day. The class teacher will need to be aware of any children

with medical issues within their class but also children across the school that they may come into contact with and know their needs.

Any inappropriate or unacceptable behaviour is dealt with immediately and verbally by a member of staff. This may also be discussed with a parent at the end of the day. If a child, by his/her behaviour puts his/her own safety or the safety of others in jeopardy, parents will be informed straight away.

If children are happy, focused and engaged in class then there is very little chance of inappropriate behaviour. However, from time to time children do display behaviours that are inappropriate and get in the way of other children's learning. Please refer to our Behaviour Policy for further information.

For further information regarding teaching and learning, or our curriculum at Salmestone Primary School, please speak to a member of our office team who will put you into contact with one of our Senior Leaders.