

## Sonning Church of England Primary School Teaching and Learning Policy



**Aim of Policy:** Sonning Church of England Primary School is committed to high quality teaching and learning to ensure the highest possible academic attainment for all children

**Description:** All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision and values

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## 1.0 Governing Body Curriculum Statement

The Governing body of Sonning Church of England Primary believes that the school should provide exceptional learning experiences for every child in order to provide them with a strong academic grounding for their futures.

The broad curriculum taught at the School, based on the national curriculum, is bespoke to our pupil needs and is further enhanced by utilising the facilities and organisations within our locality. The governors look to the senior school leaders to deliver an inspiring curriculum which achieves the following:

- Reflects the Christian ethos of the School including through promoting the school's core values of Love, Respect, Curiosity, Courage and Aspiration
- Creates a well-rounded education for every child, enabling them to develop a wide breadth of appropriate knowledge and skills in preparation for their life after attending Sonning school
- Provides a range of experiences that develop tolerance and understanding, ensuring pupils are global citizens
- Provides an excellent grounding for continued academic success.

The school is committed to ensure that **every** child can flourish and achieve to the full extent of their individual capabilities – regardless of faith, race, gender, or ability, including those from vulnerable groups.

## 2.0 Aims of the Policy

At Sonning Church of England Primary School, we are committed to high quality teaching and learning to ensure the highest possible academic attainment for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision and values.

This policy should be read in conjunction with Governor Curriculum Statement, curriculum documentation, our Marking/Feedback, Assessment and Home Learning policies.

## 3.0 Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Sonning Church of England Primary School, we recognise that education involves children, parents and carers, staff, governors, the community, Diocese and the Academy Trust, and that for optimum benefit, all should work closely together to support the process of learning. Working in partnership, we aim to achieve a number of aims:

- To develop enduring values of love, respect, curiosity, courage and aspiration
- To provide a distinctively Christian environment that promotes a positive, healthy, caring and safe place to learn,
- To value all members of the school community
- To recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest possible academic outcomes
- To ensure children can develop as literate, numerate, creative and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- To teach in line with subject specific pedagogies which in turn reflect the true nature of the subject discipline



- To provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- To provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- To develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- To encourage all children to be enthusiastic and committed learners, promoting their self-esteem
- To develop children's confidence and capacity to learn and work independently and collaboratively
- To encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world and become active and responsible citizens, contributing positively to the community and society
- To encourage children to value the diversity in our society and the environment in which they live.

### 3.1 Ethos

Our Christian ethos underpins the aims of our school. As part of their role, the staff and all stakeholders will contribute to the development of this ethos in a number of ways:

- Modelling Christian values through their behaviour and interaction with others
- Providing a caring environment, in which our values of courage, aspiration, respect, love and curiosity are fostered
- Providing a calm and effective learning environment, in which each child can learn to the best of their ability
- Providing a fair and disciplined environment, in line with the school's behaviour policy
- Effective management of their professional time
- Working collaboratively with all stakeholders and the wider community
- Valuing and celebrating pupils' success and achievements
- Working in teams, supporting and encouraging one another
- Actively engaging with personal and professional development in order to ensure a high level of professional expertise.

## 4.0 Roles and Responsibilities

### 4.1 Teachers and school leaders

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- Recognise and be aware of the needs of each individual child according to a number of factors including ability, prior attainment and pastoral profile
- Ensure that learning is progressive and continuous
- Be good role models, punctual, well prepared and organised
- Keep up-to-date with educational research into best practice and developments in educational thinking
- Provide clear information on school procedures and pupil progress
- Have a positive attitude to change and the development of their own expertise
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- Provide children with a diverse range of extra-curricular/curriculum enhancement experiences
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.



## 4.2 Parents/Carers

- Ensure their child attends school regularly, on time and with all the equipment needed
- Notify the school if their child is absent
- Read and respond when necessary to communication which comes from the school e.g. Newsletters
- Inform the class teacher of any circumstances which might affect their child's learning, welfare, or behaviour
- Actively ensure that all homelearning is completed to a high standard, on time.
- Encourage their child to be involved in all aspects of school life
- Attend parents' evenings and meet with staff if required
- Respect and trust the decisions made by the school regarding their child's education.

## 4.3 Subject leaders

- To closely monitor standards in their subject
- To organise curriculum enhancement experiences wherever possible
- To lead policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- To support colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities
- To take responsibility for the purchase and organisation of central resources for their subjects
- To use release time to support colleagues
- To keep up-to-date with developments in the subject, including evidence-based approaches, through regular CPD opportunities and research.

## 4.4 Pupils

- Help their parents or carers to help them arrive in school on time
- Bring the equipment they need to learning every day and look after their belongings
- Behave well, demonstrating our school values in all aspects of school life
- Show a positive attitude to learning at all times
- Wear correct school uniform smartly
- Be actively involved in the life of the school e.g. clubs and/or school events
- Speak to an adult if they have any worries or concerns
- Stay safe in and out of school including online

## 5.0 Provision for our pupils

### 5.1 Planning

The foundation for curricular development is the high aspiration for academic attainment, coupled with the desire to provide children with the broadest possible range of learning experiences.

At Sonning Church of England Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. Where appropriate, we follow a cross curricular approach to learning where some subjects are taught through a topic and some are taught as discrete subjects. The curriculum is bespoke to our locality, with learning opportunities planned to enable our children to benefit as much as possible from opportunities within our locality.



Planning takes place in learning modules of varying lengths, with reference to the National Curriculum 2014, Early Years Foundation Stage and subject vision statements.

Planning is regularly monitored with time provided to subject leaders to evaluate and improve provision across the curriculum. Plans are based upon previous assessment data, pupil need and subject expectations. At Sonning Church of England Primary School, we are committed to raising standards of basic skills: the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum. Reading, Writing and maths are prioritised across all phases of the school

## 5.2 Organisation

The learning environment will be managed in such a way as to facilitate different approaches to 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 knowledge, skills and understanding.

The classrooms will be an organised, stimulating, dynamic space which facilitates the highest quality teaching and learning.

Additional classroom support is available in the form of highly skilled learning support assistants who ably support, teach and facilitate learning across the curriculum. Volunteers are used at the discretion of the class teacher; they assist with many aspects of school life, including supporting reading and providing assistance with school visits. Student teachers and work placements are welcomed into school to learn and support teaching and learning.

We reward and celebrate the achievements of children in our school in a number of ways:

- Work of a high standard is displayed
- School events, such as performances and assemblies, are seen as opportunities for all pupils to demonstrate the talents and their learning
- Rewards for good behaviour and great work are given in the form of house points, 'Superstars' or 'Headteacher's Awards' in the case of exceptional effort, in line with the school's behaviour policy
- At the end of each term 'Golden Flames' are awarded to pupils who have demonstrated behaviour in line with our school values.

## 5.3 Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include a range of evidence-based approaches:

- Direct instruction including modelled teaching
- Small group work
- Inquiry based learning
- Class discussion
- Drama/performance
- Problem solving
- Collaborative learning
- Child-initiated play
- Practical exploration and role play



A focus of our curriculum is to provide a wide variety of experiences and we encourage children increasingly to take an active role in their own learning:

- investigative work is used
- children are encouraged to communicate findings in a variety of ways
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

Teachers at Sonning feel that pupils learn best in particular conditions:

- When they are happy, healthy and alert – receptive and positive
- When they are interested and involved – learning is relevant and stimulating
- When the purpose of a task is understood and they understand why they are doing it
- When they feel secure – in terms of environment, relationships and learning contexts
- When they feel valued – teachers and other adults care about their development as learners
- When they have opportunities to explore and take risks
- When they are actively involved, making choices and taking responsibility in their learning
- When they have an element of control and can work with independence
- When they receive positive feedback and praise for achievements
- When the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- When learning is built on existing knowledge and experience – clearly defined small steps
- When they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- When the teacher is knowledgeable, enthusiastic and motivated
- When they have clearly defined learning goals which they can successfully achieve.

Effective learning is ensured through the process of monitoring successful teaching (see monitoring policy) and pupil's learning outcome i.e. Baseline Assessment, reading ages, internal and SAT results. Successful teaching takes account of children's prior learning and ensures continuity and progression.

#### 5.4 Differentiated Learning

As we have the highest possible expectations for each individual child, and so they can demonstrate what they can do, understand and achieve, teachers will meet individual needs in a number of ways which may include the following:

- pace
- content
- task
- relevance
- resources including scaffolding
- extension
- autonomy
- outcome
- teacher/adult support
- tilt towards PPG pupils
- tilt towards areas identified for school improvement and/or outcome data trends.

Differentiated tasks will be detailed in weekly planning. Learning objectives (with associated success criteria) will be specified for all differentiated teaching and reference will be made in weekly plans to individual pupils where appropriate.



Pupils with special educational needs (including gifted and talented children) receive support provided the class teacher, learning support teacher, 1:1 Tuition or our SENDCO/G&T lead as appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy).

Individual targets for children are also set.

### 5.5 Homelearning

Homelearning is considered to be a valuable element of the learning process. (See Homelearning Policy).

### 5.6 Cross phase continuity is assured in a number of ways:

- Pre-school liaison meetings and home visits for children entering the school in Reception
- Cross-phase liaison meetings
- Transition meetings between staff
- Liaison meetings between Year 6 teachers and those from prospective secondary schools
- Visits to secondary schools by Year 6 pupils
- Transfer of pupil records of progress and summative assessment results.

Records of attainment and progress are kept for each child which are updated termly, used to inform assessment and wider provision. They are retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

Reporting to parents/carers formally takes place twice a year through consultation meetings and once through an end of year written report. Individual pupils' assessments/results may also be made available to the parents/carers in school. The overall statistical profile (but not individual results) is made available on the school website to parents, governors, Academy Trust and national government following end of KS1 and KS2 assessments.

### 5.7 Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is 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 learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics is formally tested in Year 1 and re-tested where necessary in Year 2. Year 4 complete a times table benchmark test. Optional tests are also taken in years 1-6, typically termly. Baseline assessment is used in Reception/Early Years within sixty days of starting school and Foundation Stage Profiles are maintained.

#### **Examples of tasks used for assessment:**

- Group discussions
- Short tests in which pupils write answers
- Specific projects/tasks for individual pupils
- Peer and self-assessment
- pupil observations
- Pupil conferencing
- Standard Assessment Tests (SATS).
- Feedback to pupils about their own progress is achieved through discussion and the marking of work. (See marking and feedback policy)



- Verbal assessment/feedback is often provided whilst a task is being carried out through discussion between child and teacher
- Written feedback helps children understand how to improve and comments aim to be positive and constructive. Written feedback comments will vary according to the age, ability, and task
- All results from assessments are analysed and used to inform future planning. (See Assessment calendar)

(For further details see Assessment and Reporting Policy)

## 5.7 Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly across all curriculum areas by the subject leaders and/or Deputy/Headteacher and Governors. A half-termly review of monitoring is developed with Pupil Progress Meetings occurring termly. These meetings include discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders regularly monitor children's books and are provided with time termly to complete class-based monitoring. The Headteacher will observe each class teacher in a specified curriculum area on a regular basis (typically termly). The Performance Management cycle underpins the quality of teaching and learning.

## 5.8 Resources

The school endeavours to provide resources of the highest quality to facilitate learning.

- There are a range of appropriate, accessible resources to support pupils learning
- 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
- Resources will be made available to ensure equal access to the curriculum for all children.

Each classroom will be equipped with resources which support learning across the curriculum. Specialist resources for English and mathematical skills will be available each lesson. Other resources are stored appropriately and are regularly audited by the subject leaders.

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.

## 5.9 Curriculum Enhancement

At Sonning Church of England Primary School, we aim to enrich the curriculum with external school visits to a range of destinations related to the class studies and also use opportunities within our local area. We also invite visitors to school who pass on their particular knowledge and skill set to the children. We aim to widen children's experiences and support learning across a range of subject areas through our relationships with individuals, other educational organisations and/or businesses.

