



## West Blatchington Primary and Nursery School

*Aiming high, nurturing all*

# Teaching and Learning Policy

**Policy owner:** Fern Corns, Assistant Headteacher

**Committee owner:** Curriculum Standards and Diversity Group

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## **INTRODUCTION**

At West Blatchington Primary & Nursery School we believe in creating a learning ethos where children are actively involved in engaging and stimulating learning experiences to enable them all to develop, achieve and flourish, irrespective of socio-economic background, ethnicity, ability and gender. We aspire to create lifelong, reflective learners who are equipped with the knowledge, skills and understanding that they need to make informed choices throughout their lives. The Teaching and Learning policy encompasses the school's vision statement and has been developed and agreed by all members of the staff.

Our teaching and learning is driven by four drivers that permeate our curriculum:

### **Oracy**

At West Blatchington, we believe that pupils need to learn how to express themselves and communicate clearly. They become able to explain ideas and emotions to other people, not only in a school setting but in their lives outside the classroom too. We strive to enrich their language skills by broadening and deepening their vocabulary in all aspects of the curriculum and environment. The children are provided with a framework of stem sentences that enable them to reason clearly around their thoughts in all subjects.

The curriculum is built on the notion that, 'Reading and Writing float on a sea of talk' Britton.

### **Enquiry**

At West Blatchington, we believe that enquiry should be central to learning. Enquiry means involvement that leads to understanding. Involvement in learning means possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new subject knowledge and deepen understanding. The skills of inference and deduction are developed within the curriculums to enable a mastery of each subject.

In the words of an old adage: "Tell me and I forget, show me and I remember, involve me and I understand."

### **Responsibility**

Everyone in our school community has the right to feel safe, valued and able to learn. With this comes the responsibility for everyone to be accountable for their actions and their development.

'In dreams begins responsibility' Yeats

### **Equality**

At West Blatchington, we recognise that there are similarities and differences between individuals and groups but we will strive to ensure that differences do not become barriers to participation. We adopt inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

'Equality is not in regarding different things similarly, equality is in regarding different things differently'  
Tom Robbins.

### **The Learning Heroes**

To enable our children to develop strong learning behaviours in order to fulfil their potential, our five learning heroes are well established throughout the curriculum and together with our school's values form our core expectations.

These learning heroes are:

### **Resourceful**

All children are resourceful across the curriculum. This includes children:

- Selecting resources (including iPads), using word mats and other resources.
- Using the learning walls, washing lines and displays.
- Asking questions when they are not sure.
- Making links between concepts and representations.

- Questioning what they have learnt.

### Reflective

All children regularly reflect in lessons and this reflection is well established in the classrooms. This includes:

- Self-selecting steps that are appropriate for them across the curriculum.
- Self and peer assessment
- Having a clear dialogue between teacher and pupil.
- Working on their 'Even Better Ifs' (EBIs).
- Following their plans and being flexible when changes are needed.
- Talking about their thinking.

### Relating

All children regularly have the opportunity to collaborate in WWO sessions and other subjects. This includes children:

- Taking different roles in group work
- Collaborating well with others to achieve a joint outcome.
- Understanding how others feel.
- Listening well.
- Magpieing ideas.

### Resilient

All children have regular opportunities to be resilient across the curriculum. This includes children:

- Persevering when tasks are challenging.
- Managing distractions.
- Learning from mistakes.
- Noticing detail.
- Being absorbed in their learning.
- Having the opportunity to explain and tackle tasks that involve 'deep thinking'.

### Responsibility

Responsibility is our overarching learning hero. All children are expected to be responsible for their learning by using the learning heroes. This includes children:

- Taking pride by ensuring their quality and quantity of their work is of a high standard.
- Looking after their learning environment, in and outside of the classroom.
- Following the golden rules.
- Improving our school via our School Council.
- Having roles and responsibilities within the classroom and whole school.
- Enabling children to develop a 'pupil voice', allowing them to have a say in their learning.

At the front of the classroom, the learning heroes' images, child friendly 'I can' statements and key language are displayed. These key language signs can be placed on the whiteboard when it is a focus for the lesson or alternatively be copied into whiteboard presentations.

These resources can be found on: <T:\Learning Heroes\Displays for classroom>

### **Working With Others (WWO)**

Alongside learning heroes, we use the WWO scheme to foster relational intelligence through collaborative learning and problem solving. Each class has an allocated session on a Friday afternoon. During this time, the whole school develop their understanding of WWO by following the same termly themes. These themes are then embraced across the wider curriculum with briefs, debriefs and WWO activities that support group work.

### **Quality First Teaching**

We believe that quality teaching is at the heart of quality learning. Within this we:

- Offer a broad and balanced curriculum including enrichment activities that allow all pupils to develop

their spiritual, social, moral, and cultural education.

- Provide carefully planned lessons and units of work which harness the interests and needs of all children. This includes the incorporation of a range of visual, auditory and kinaesthetic learning experiences.
- Create a purposeful and engaging learning environment in classrooms and throughout the school.
- Develop each individual's personal potential through well differentiated and challenging learning opportunities.
- Have high expectations of all children's involvement and engagement in their learning, ensuring they participate actively.
- Use a wide variety of teaching strategies, which includes questioning, modelling, explaining, scaffolding (including supported composition), role-play, consideration of grouping, dynamic intervention, conferencing and reviewing to motivate all children and to make sure they are suitably supported to reach the next levels in their learning.
- Emphasise the importance of pupil dialogue, with regular opportunities for the children to share and extend their ideas both individually and in groups. We believe this to be essential in scaffolding and developing children's language, ideas and social skills.
- Provide targeted guided sessions, led by teachers and Learning Support Assistants, to focus on developing and extending specific skills of groups of children, facilitating their progress.
- Use assessment to inform planning, target setting and tracking.
- We actively promote parents' involvement with their child's learning and provide various opportunities throughout the year to enable this.

### **The Curriculum**

We use the National Curriculum to inform our teaching, which sets out the skills and objectives to be covered. From these documents, teachers create detailed medium term plans, which outline the teaching activities, resources, tasks and assessment opportunities.

Tailoring our curriculum to the interests and needs of our pupils is important to us and, wherever possible, we involve them in the curriculum development through pupil voice and conferencing, thus allowing them to have a say in what they are learning. Through this more personalised and creative approach, we aim to challenge the children and extend their experiences.

We share the curriculum with parents via 'Meet the teacher' meetings, which are held annually at the beginning of the academic year, and through cross curricular maps that are distributed every term via the website. Additionally, our half term home learning activities are linked to our topics. This allows parents to engage with what is being taught at school and provide wider opportunities to learn about the curriculum outside of the classroom.

### **Planning:**

When planning, teachers aim to cater for the needs and interests of all pupils including:

- Those who are disadvantaged
- Children with learning difficulties and disabilities
- Mastery for all pupils
- New to English
- Girls and boys
- Looked after children
- Learners with social, emotional and behavioural difficulties.

To ensure the teacher has a good understanding of the children in their class and planning meets the needs of all pupils, a summary grid is placed on the top of weekly English and maths plans stating who is currently attaining below age related expectation, Working Towards (target children), Age Related, above Age related. Children who are new to English or have a Special Education Need are also identified. In computing, science and the foundation subjects a summary grid stating who is currently attaining below and above age related expectation is shown. This information is shared as part of the transition meeting at the end of each academic year and is updated each term. Children who are making slow progress are highlighted within this grid.

Learning Support Assistants and other regular adult helpers are a core part of the provision. To ensure consistency in the children's learning and to maximise progress, plans (this could be skeleton) are shared the week before in order that additional adults clearly understand the role they need to take in lessons.

## **Science, Computing and the Foundation Subjects Planning Guidance**

### **Long Term Planning**

Within our planning, we aim to provide a creative, broad and balanced education for the children. Each subject leader has a subject overview to ensure that all skills are being covered progressively. Each foundation unit other than P.E. has an over-arching question, which drives the learning journey and supports our Enquiry driver

[These can be found on P:\New Curriculum 2014\ \(select subject\)](#)

Each subject has a progression map that identifies key skills and outcomes for each unit.

[These can be found on P:\New Curriculum 2014\completed progression maps](#)

In addition, year groups produce a curriculum map and these are shared with children and parents at the start of each term. The aims of the curriculum maps are to: provide an overview of the learning for that term, identify the links between units and detail the planned enrichment activities.

[P:\New Curriculum 2014\Yearly overviews-all year groups](#)

### **Medium Term Planning**

Medium term plans include learning objectives, success criteria, main teaching input, differentiation and key questions. The cover sheet of the medium term plans includes an overview of skills and the final outcome for the unit. Mastery of a subject is supported for all groups by an indication of any scaffolding needed. As stated above, an assessment grid is used to indicate children that are working above and below age related expectations, which is updated on a termly basis from Foundation Subject assessments. Planning includes clear links to real life contexts wherever applicable, and cross curricular links are capitalised upon.

These can be found on:

[P:\infant planning\academic year\term\subject](#)

[P:\junior planning\academic year\term\subject](#)

### **English planning**

For Writing and Reading, a core expectation document has been devised for each year group-this identifies age related words; vocabulary; sentence stems and structures; text level skills and knowledge. This document provides the learning objectives for planning and forms the learning journey. Alongside the core expectations, the school's text map outlines genre coverage and details suggested texts, which can change according to the children's interests and ability. To promote both Speaking and Listening skills as well as writing, the Sentence Stem document details the appropriate language structure that each child should be accessing through modelled teaching and learning opportunities.

The core expectation document can be found on: [P:\New Curriculum 2014\English Revised 2015](#)

Sentence Stems can be found here: [P:\New Curriculum 2014\English core expectations](#)

For English lessons, the learning journey for a unit is shared with the children to help them make links between their learning. The teachers create the learning journey through teaching a main text level outcome as well as sentence and word level outcomes. Dynamic assessment of the children's work against these key objectives helps shape further units.

### **Writing**

We use the National Curriculum expanded age related level descriptors devised by Brighton and Hove to assess

the children's writing levels. These are kept in planning folders and updated at least every half term. If a piece of work is being used as assessment evidence, it should clearly be marked as I (Independent). Hot and Cold writing tasks should be identified with a coloured sticker alongside the genre name of the work. This marking for hot and cold tasks identifies What Went Well (WWW) and Even Better If (EBI). These are used to help with conferencing and target setting. For Year 2 and Year 6, the respective frameworks are used from Spring 2 onwards to build up a summative assessment of their end of Key Stage progress.

[See the Assessment Policy and English Policy for more details](#)

### **Reading**

In addition to the whole class English planning, teachers plan weekly guided reading sessions to target and develop specific skills as next steps for each child. In KS2, teachers use a whole class approach for Guided Reading for part of the week, whilst ensuring that outliers continue to get guided reading provision pitched at their reading level.

Guided Reading sheets are used to plan and assess for groups of children against the expanded reading descriptors. Within the week, children in KS1 and KS2 are all given the opportunity to access independent guided reading activities in their guided reading workbooks.

All guided reading sessions will encompass inference based questioning, alongside retrieval questions. To support this, every classroom has inference and retrieval posters on display.

Opportunities for individual reading to an adult are also built in to the timetable and allow children to consolidate their current target.

[P:\planning templates\blank guided reading](#)

### **Spelling**

Teachers plan weekly spelling sessions to target and develop specific skills as next steps for the class. EYFs and KS1 teach phonics daily, whilst in KS2 there is daily spellings. The English core expectations detail which spellings should be taught and in which term. In Year 2, discrete spelling sessions will be taught alongside English and phonics lessons.

The spelling planning format can be found here: [P:\planning templates\Spellings Weekly planner](#)

### **Maths Planning**

#### **Long Term Plans**

The 'drivers' (area of mathematics) are plotted out across the year in a maths core expectation document. There are six drivers per term and twelve of the eighteen delivered through the year are key drivers. These core expectations will ensure that there is an opportunity for the end of year outcomes to be delivered to a good standard. Each term consists of a mix of: red drivers (place value); purple drivers (fractions and decimals); blue drivers (measures and geometry), and yellow drivers (calculation). The relevant pages of the calculation policy are attached to the core expectations document for each year group.

The core expectations can be found on: [P:\Maths Planning Aids\Maths Core Expectations](#)

We are developing a whole school mastery approach using the 'five big ideas', which underpin all of our teaching and learning in this subject. To simplify this for the children to understand each class has a set of posters which translate these concepts into: Think It (Mathematical thinking); Know It (Fluency); Show It (Representation and Structure); Link It (Variation), and Talk It (Coherence).

#### **Medium Term Plans**

All plans have a learning journey that is in children's books. This journey has approximately five objectives. To create the objectives for the cloud, the teacher uses the rainbow grids (medium term planning document) and the expanded ARE descriptors which identify the end of year outcomes for that year group in all area of mathematics (**Number and place value**, **fractions and decimals**, **calculation**, **measures**, **geometry** and **statistics**). Using and applying opportunities permeate throughout the whole maths curriculum.

Following the learning objectives from the National Curriculum (2014), staff are advised to use the NCETM/White Rose small steps guidance to ensure that they understand the progression the children need to make in order to master each mathematical concept being taught.

### **Short Term Plans**

Short-term plans are more detailed and clearly set out the learning intentions/objectives for each teaching activity which are shared with the children. The plans detail the class organisation and how the activities are pitched at age related expectations (ARE) for the year group. These activities are scaffolded where appropriate to support the range of learners in the class and consideration is given to providing broad and deep learning activities for our rapid graspers. Teachers use a range of resources published from NCETM, White Rose and Maths No Problem schemes to enhance their lessons. Planning also details opportunities for children to use concept/non-concept ideas, explain their reasoning using stem sentences and create generalised statements (these are highlighted in green on the planning) Together, our short-term plans and the medium-term plans make up our developmental scheme of work. The cloud, which shows the learning journey, makes up the front cover of the weekly maths plans.

### **Target setting and Tracking**

To aid progression and enable teachers to set suitable and challenging learning opportunities, rigorous tracking and target setting is in place. We use a range of assessment strategies and systems, including National Curriculum Expanded Level Descriptors, New to English steps, pupil conferencing, self and peer assessment, running records and informative tasks to identify gaps in children's learning and plan the next steps.

In addition to this, we hold:

- **Termly Class Pupil Progress Meetings** to discuss achievement in Maths and English, and identify next steps for groups of children. This is also a time when other children who are causing concern can be raised. These are led by the phase leader and either a member of SLT or the subject leader.
- **Termly Provision Mapping Meetings** for children on the SEN register. These are led by the Inclusion Leader with teachers and if possible with Learning Support Assistants present.
- **Termly EMAS Progress Updates** to review the progress of children who are New to English and any other children who are supported by EMAS.

(for further guidance see [:\Policies\Assessment and Tracking Policy – Sept 2015](#))

**There is an expectation that children know their targets/next steps. Targets should be SMART and are shared in the following ways:**

**Writing**- Targets are identified through analysis of a child's writing. These are shared and discussed through conferencing and are recorded on the 'cold task' in their English book. They are changed regularly (approximately at the start of each TFW (Talk for Writing) unit- having been generated from the Cold Task), as the child achieves them. Wherever possible, the targets will be the same for a group of children allowing them to be targeted through guided group work. Exceptions to this could include SEN targets such as LLSS targets as it is our commitment to ensure that additional teaching and learning of specific skills to 'close gaps' is built upon back in the classroom.

**Reading** - These are identified through assessment and shared with the children during Guided Reading sessions.

**Maths** – Targets are identified at the beginning of each unit via the 'cold task'. The 'cold task' involves children completing a concept map using the learning cloud or a small assessment task that is adapted for the range of abilities in the class. These tasks are analysed and planning is adapted as appropriate. At the end of the unit, the pupils complete a 'hot task' that involves updating the concept map or completing a small assessment task.

If a child is on the SEND register and receives additional support, they are given a provision map that identifies the child's next step targets and the provision that has been put in place for them to be achieved.

### **Assessment for Learning**

At West Blatchington Primary School, we believe that having a secure knowledge of the pupils' learning and current levels is essential in aiding future progress.

Assessment for Learning (AFL) is a fundamental strategy used in our school on a daily basis to ensure that the learning provided builds on the children's existing knowledge and understanding. Essential to this is the children being aware of their learning needs and what they need to do next in order to progress. To enable this, a range of AFL strategies are used including:

- Learning objectives being shared and explained to the children. These are written as an 'I can' statements and should be written/referred to at the top of the children's work.
- Success criteria is either shared with the class or generated together with the children.
- Differentiation ensures all children have the chance to master the particular area of the curriculum they are studying. Children are encouraged to self select the additional resources they may need, depending on their understanding and confidence. At other times, these resources are targeted by the class teacher.
- Self and peer assessment opportunities against the success criteria and targets.
- Talk partners to share and extend each other's ideas.
- Focused marking, giving the children WWW's (What went well?) and EBI's (Even better if...) to highlight strengths and areas for development in their work. These are also identified within work using the tickled pink and green for growth.
- Planning is reviewed in line with assessment to ensure it meets the motivational and academic needs of individuals and groups of children.

(for further guidance see: [T:\Policies\Effective Feedback Policy](#)).

Through observation, marking of work and discussions with pupils, teachers build up a record for each child over a period of time. The record will create a picture of the children's attainment. Each half term the children are assessed, and given a national curriculum level in writing, maths and reading against the Age Related Expectations of their year group.

For further guidance on assessment in all subject areas for all age groups and the school's tracking procedures please refer to [T:\Policies\1. CORE ITEM - Teaching and Learning including Assessment\Assessment Policy](#)

### **An Engaging and Purposeful Learning Environment**

At West Blatchington Primary School, we believe that children learn best in an atmosphere where they feel valued and supported. It is important to us that we create a positive learning culture through our learning environment where we not only create a scaffold for learning, but also create an ethos where self-esteem can be enhanced and independence can be developed and the range of cultures in our school can be celebrated. To facilitate this, our classrooms are well resourced and labelled and there are a variety of materials, which reflect the diversity within our school, including books and signs in different languages.

#### **Setting up classrooms**

Staff are responsible for looking after all furniture and are not permitted to staple or tape fabrics/paper or any other items to furniture or walls. In order to preserve and protect the wall finishes, staff are not permitted to use blu tak on any other areas apart from those stated. When removing blu tak staff must ensure that all of the blu tak has been removed from the wall. This should help to ensure our furniture and walls last for as long as possible, as it was sad to see a lot of units ruined by staples, and these also prove a huge health and safety hazard to staff and pupils.

Positive learning behaviours are developed through the use of learning heroes, whose attributes are displayed and referred to throughout lessons. The behaviour for learning curve is displayed at the side of the classroom to reward good behaviours instantly. (See the behaviour policy for more details.)

Every classroom also has permanent displays of the alphabet, number lines up to 100, marking symbols, handwriting style and high frequency words. These displays are the only ones that tacked to the walls, with no displays on the windows. Displays in the classroom should have a balance of pupils work and materials to support children's learning across the curriculum areas. There are also table top displays, where hands on

artefacts and equipment help the children to engage in their learning. The current Science topic has a table top display, including labelling for key words and enquiry questions to support the learning journey. Opportunities for additional table top displays for other subjects, including RE, DT and Art are embraced based on current learning topics.

In addition to this, each classroom has a stimulating and accessible reading area with age appropriate books across a range of genres and styles. In Foundation Stage and Key Stage 1, there are also inviting role-play areas in each of the classrooms which are changed regularly to reflect the learning taking place.

All classrooms have an interactive Smartboard, and computers with internet access. Visualisers are used across the school. Children have access to additional computing resources, for example iPads and Chromebooks.

Children's workbooks are kept in labelled draws, rather than being stored on units, in order to maximise space of table top displays.

### **Key stage 1 and 2 classroom boards**

#### Board 1 front of class- English

This board has the learning cloud for the unit, alongside three enlarged examples of final outcomes for the class (BLW, ARE and ARE+). Work is of a high quality in based on content and presentation. Magpied words from modelled writing are also recorded on the board.

#### Board 2 front of class- Maths

This board has the five big ideas, with children's work and or visual representations to match up to each of the ideas. Key vocabulary for the unit should also be displayed on the board. This board is updated each unit, to ensure it links with current maths learning concepts.

#### Board 3 side of class- Learning Heroes and (with Learning curve underneath the board)

Learning Heroes are displayed on the board, alongside their key powers. Children's work is celebrated next to each hero to represent a learning behaviour. The learning curve has the names of all members of the class, children are able to access their names and move them accordingly.

#### Board 4 side of class- Overarching topic for the half term

This board is a celebration of the main foundation subject topic that is being taught. This will normally be Science, History or Geography. The board will have an over-arching question for the unit, key vocabulary as well as stimulating work that engages the children into the learning.

#### Board 5 back of class- PSHE/WWO celebrating the diversity of the class

This board signposts the current WWO topic, with photos from the class matched to recent learning linked to PSHE themes.

In EYFS classes, additional boards are provided to ensure the class celebrates the breadth of the curriculum. Additional table top displays are set up for the class, based on current topics to support their learning (See EYFS policy for details).

#### English learning line- Front half of classroom, in front of the windows

This includes:

- T4W picture map
- Writing toolkit for the unit
- Example of the most recent modelled writing
- Key vocabulary

#### Maths learning line-Back half of classroom, on corridor wall

This includes:

- Key Maths vocabulary for the unit, with child friendly definitions

- Examples of methods, step by step for children to access
- Generalisers and sentences stems based on current learning

#### Whiteboard- by Teacher desk

This board is used to display visual timetables, dates, key information for the day and timetables. All writing on the board (including long dates) is written inline with the school handwriting policy.

#### **EYFS classroom**

Within the Foundation stage, the classrooms reflect the seven areas of learning across the Foundation level including:

##### **Three Prime Areas**

- Personal, social and Emotional Development (throughout the classroom)
- Communication and Language (E.g. reading corner, listening area)
- Physical development (E.g. outdoor play area)

##### **Four Specific Areas**

- English (writing table)
- Mathematics (Maths area)
- Understanding of the world (E.g. Sand and water trays, ICT)
- Expressive Arts and Design (E.g. musical instruments, construction, art area)

#### **iPads and Chromebooks**

There are iPads allocated to Nursery, Reception and Year 1, these are stored in central areas. Chromebooks are allocated to classes from Year 2 to Year 6, with whole class sets available. The use of iPads and Chromebooks ensures that we prepare students to be secondary ready and equip them to be a 21st Century learner, both in relation to skills and to being e-safe.

The introduction of iPads and Chromebooks are supporting us to:

- Develop levels of engagement in the classroom
- Personalise learning to narrow attainment gaps
- Target support and teaching
- Develop independent learning skills

All pupils and staff have a Purple Mash account. Teachers can set up '2Dos' for pupils for them to access via iPads, Chromebooks or computers.

#### **KS1 Presentation**

##### English books-

- Short date and learning objective is clearly written for each piece of work. 'I can' stickers to be used when appropriate. Titles reflect a shortened version of the learning objective.
- Hot and Cold stickers are used to denote a Hot or Cold Writing Task. The sticker also states the date and the genre of writing. These writing pieces are used to inform the level that the child is working at (as independent writing).
- Children write in pencil up until Year 2. In the Summer Term of Year 2, children begin to use blue handwriting pens during handwriting lessons. Once a child has mastered writing with a pen, a Pen License is awarded to the child during a Celebration Assembly. The child will then use pen to write across the curriculum. In Year 3, all children write using blue pens across the curriculum.
- Drawings are completed in pencil.
- No felt tip pens should be used.
- Purple Polishing Pens are used in books, when the children are editing their work.
- When a child has made an error in their book, a single line should be put through the word.

Maths books

- Short date and Learning objective reference to the cloud is clearly written for each piece of work. Stickers are used when appropriate. Titles reflect a shortened version of the learning objective.
- One digit per square.
- No pen should be used in Maths books.

In the summer term, Year 2 presentation will begin to reflect that of KS2 in order to help the key stage transition.

KS2 PresentationEnglish books-

- Long or short date and Learning objective is clearly written as an 'I can' statement and is underlined.
- Children write in blue handwriting pen.
- Drawings are completed in pencil.
- No felt tip pens should be used.

Maths books

- Date (short date) and learning objective (I can statement) is clearly written and needs to be underlined.
- Margin is drawn using a pencil.
- One digit per square.
- No pen should be used in Maths books.

In both key stages, if a worksheet is needed, it is trimmed and neatly glued in the book (by the child where appropriate).

It is important that these high expectations are continued in all foundation books. Where possible, the children should be recording straight into their books.

Children should not graffiti any books and are expected to cover them if they do so. Teachers mark in pink or green pen only.

Home Learning

We believe Home Learning is a positive way to engage our parents and carers with the school curriculum and helps to consolidate key skills that are taught in school.

By completing the tasks set, it provides the opportunity to:

- help all children to fulfil their potential
- provide an opportunity for parents and carers to become actively involved in the academic development of their child
- consolidate and reinforce skills and understanding, particularly in English and Maths
- provide engaging and purposeful learning opportunities
- extend and consolidate work carried out in the classroom
- encourage pupils to develop responsibility, resilience and resourcefulness

In EYFS, children regularly take home reading books to share with parents and carers. On a weekly basis, they also take home high frequency words to practise reading and spelling, and words linked to phonemes they are focusing on.

Children in years 1-6 are provided with a Home Learning folder with activities to complete during the course of each half term.

These include:

- A maths workbook (the expectation is that an exercise will be completed each week).
- Spelling activity each week.

- Reading at least 3 times a week and recorded in the child's reading journal.
- A chosen activity, selected from the cross-curricular Home Learning Grid. This is an opportunity for the children to become inspired and be creative as they select a task based on their preferred learning style.

Examples of activities include:

- Make a picture book about Ancient Egypt.
- Design and make a rainforest instrument using paper maché or junk materials.
- Create a newspaper report or film an interview about a specific volcano eruption or earthquake including real life views.

Each term, a copy of the curriculum map is sent home to parents and carers with details of the topics that the children are covering (as well as being available on the school website). This allows adults to talk to the children about their learning.

### **Enrichment Activities**

Providing the children with rich learning opportunities is essential. We aim to provide the children with the chance to discover and develop new ideas and interests. During the school year a range of activities are planned for to enhance the curriculum, including:

- Trips
- Visitors
- Themed days/weeks
- Clubs
- Residential visits

These opportunities are reflected on and adjusted regularly depending on the interests of the children and areas to develop. Teacher and pupil questionnaires and pupil conferencing are used to reflect and adapt the opportunities that we provide.

Our extra curricular map can be found on [P:\New Curriculum 2014\Extra curricular](#)

### **Intervention**

We aim for all children to make good progress each year. However, for some children, this is not always sufficient and they may require additional interventions to support them in attaining the next levels. Any children working below age related expectation are carefully assessed, to ascertain the reason why the expected progress is not being made and appropriate action is then taken.

This can take the form of carefully planned intervention groups which are led by experienced Learning Support Assistants or teachers, or, emotional and behavioural support led by the school's learning mentor.

To ensure the interventions are appropriate and having sufficient impact on the children's learning, they are carefully monitored by the Inclusion Leader and the core subject leaders.

Those children identified as having individual needs are placed on the Special Education Need and Disability register and a provision map is created to address their needs. Provision maps are then reviewed at the end of each term, with the class teacher, to set future learning targets.

In addition, children that are working below age related expectation may be targeted for support through funding from the 'Pupil Premium' grant. This is carefully monitored by the Inclusion Leader and Intervention teacher.

For further guidance see the SEN Policy and Pupil Premium Policy:

[T:\Policies\SEN](#)

[T:\Policies\Pupil Premium](#)

Please note that the core expectations relating to Teaching and Learning have been co-constructed with staff and can be referenced in a summary document:

T:\Policies\Core expectations for teachers.

T:\Policies\Core expectations for support staff

### Teachers Files

All teachers have the following folders that are clearly labelled. Planning folders should have a minimum of a half term's worth of plans. These are annotated with adaptations and indicate which children have not met the lesson objective.

Curriculum area	Colour	Order numbers
Planning and Assessment folder	Sea blue	01969049
Guided Reading folder	Claret Red	01998447
Core subject leader folders	Forest Green	01998445

All foundation Subject Leaders have an electronic portfolio that is stored on the T (staff resources):// subject leader folders/2015-16 (*current academic year*). The folder should be organised in the following areas:

- Subject Policy and Development
- Curriculum and Planning
- Training and Development
- Monitoring
- Tracking and Assessment
- Communication with parents and outside agencies
- Budget
- Resources

### English area:

The English drawers should be clearly labelled with appropriate resources. Additional materials are available from the central store.

Book corners should include a range of reading materials including:

- Fiction books
- Information books
- Topic books
- Picture books
- Poetry
- Dual Language books

Reading books are colour coded for the different abilities within the class.

### Art area:

Each class has their own art cupboard with the following:

- A selection of brushes
- Palettes
- Paint
- Water pots
- A variety of paper
- Aprons
- Glue and glue sticks

- Table cloth for covering tables

Additional art materials are available from the paper and paint room stores.

### **Mathematics**

Appropriate number resources should be clearly labelled. Additional equipment is available from the central store (for further guidance see [T:\Policies\Maths Policy](#)).

### **Computing**

Each class has provision for information and communication technology: a computer, printer and software suitable for the class. All classes have an interactive white board, and software, which is accessed from the school server. Digital cameras are also available in all classes. Years 1- 6 pupils have access to iPads, which are used to facilitate learning as appropriate.

### **Children's trays**

Each child is given a drawer in which to store their books and folders including children integrating from the ASC unit.

### **Carpet area**

Each classroom has a large carpeted area, which should ensure that there is space for children to sit on the floor when appropriate.

### **Exercise books**

#### **Year 1**

- Maths books- green cover (A4- 10mmx10mm squared)
- English books- blue cover- (A4) with 15mm wide lines
- Guided reading/ handwriting books- red cover (A5) with wide lines
- PSHE/ RE books- lime green-(A4) alternate wide lined/ blank pages
- Topic books- purple cover- (A4) alternate wide lined/ blank pages- this for history/ geography, Design and Technology folders -(A4) purple with clear plastic front cover
- Science. green cover- (A4) alternate wide lined/ blank pages
- Sketch books- black cover (A4) blank plain pages
- Magpie books- green cover (A5) with margins and lined

#### **Year 2**

- Maths books- green cover (A4- 10mmx10mm squared)
- English books- dark green- (A4) with margins and lined
- Handwriting books- purple cover (A5) with margins and lined
- RE books- red cover-(A4) alternate wide lined/ blank pages
- Topic books- purple cover- (A4) alternate wide lined/ blank pages- this for history/ geography, Design and Technology folders (A4)- purple with clear plastic front cover
- Science- green cover- (A4) alternate wide lined/ blank pages
- Sketch books- black cover (A4) blank plain pages.
- Magpie books- green cover (A5) with margins and lined

#### **KS2**

- Maths books- green cover (A4- 10mmx10mm squared)
- English books- dark green- (A4) with margins and lined
- Handwriting books- purple cover (A5) with margins and lined
- Guided reading books- yellow (A4) with margins and lined
- Science books- green cover- (A4) with margins and lined
- RE books- blue cover-(A4) with margins and lined

- Topic books- red cover- (A4) with margins and lined
- Sketch books- black cover (A4) blank plain pages
- Design and Technology folders (A4)- purple with clear plastic front cover
- Magpie books- green cover (A5) with margins and lined
- Spelling books- Light Green (A4) books

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