

CAVERSHAM PRIMARY SCHOOL



TEACHING & LEARNING POLICY

Date: October 2017
To be reviewed: October 2019

Teaching and learning is at the centre of school life. This policy highlights the means by which we offer and put into practice, a curriculum which is broad and balanced and meets the requirements for the National Curriculum plus RE and Collective Worship for KS1 and KS2 and the Foundation Stage for reception. For this reason, this policy cross references with many other school policies.

Children are encouraged to develop positive attitudes towards learning in all aspects of their lives.

AIMS

At Caversham Primary School, we aim to ensure that children will:

- see themselves in a positive light and as a person of worth and value; taking pride in their achievements
- become increasingly responsible for organising their learning and the selection of materials in order to do this
- reasons, analyse, raise questions and test ideas in order to make choices and decisions
- set realistic targets and persevere with tasks
- work effectively, independently and with others
- consider, reflect and appraise their work

We do this by ensuring that each child:

- develops interest, enjoyment and motivation in their work
- derives satisfaction from a sense of achievement
- has confidence in their own ability
- is offered a broad and balanced curriculum in a positive, safe and secure learning environment

- feels that their culture and language are valued
- experiences continuity and progression in their learning
- is supported and/or challenged as appropriate
- works individually and as a member of a group
- has his/her progress monitored and recorded
- works with a number of adults including support staff, parents and other members of the community
- experiences a range of teaching methods
- has a voice through their School Council, Charity Council and Eco Council class representatives

STRATEGIES

At Caversham Primary, we embrace cross-curricular learning opportunities. Our timetable is organised around a topic based approach. Timetables are devised to ensure the most efficient and effective use of time and space.

Teaching strategies are adapted to suit the needs of the children, these include:

- group work
- paired work
- individual tasks
- whole class teaching

Groups are normally mixed ability although matched ability groups are used for particular purposes according to the professional judgement of the teacher. We set for maths from Y2 according to ability (2 sets) and from Year 5 (3 sets).

A part time music specialist is employed to teach music to all classes, including recorders in junior classes. In addition, peripatetic music teachers visit school to give instrumental lessons both during and after school, including lunchtimes.

Each class has designated Teaching Assistants to support the children's learning. In addition to this, children with specific needs are supported individually.

The SENCo works with children who have been identified by teachers as benefiting from extra help and support, but not reaching 5A on the Special Needs Code of Practice School Register - see *Special Needs Policy*.

After-school clubs offer a variety of extra-curricular opportunities to extend and compliment the curriculum.

Volunteer helpers, mainly but not exclusively parents, regularly assist with listening to readers, assisting with outings and provide other help as necessary. Whenever we can, we also welcome the opportunity to support the training of students in school.

In each year group, children take part in educational visits and benefit from visitors coming into school.

Visits include:

- Rushall Farm
- Bracknell Ice-Rink
- The Victorian Schoolroom (Reading Museum),
- Wyld Court Rainforest
- Y4 Ufton Court residential
- Y5 Path Hill camp
- Y6 residential outdoor education centre
- feeder secondary schools
- Caversham Court Environment Centre.

Excellence is celebrated through a merit system, Achievement Assemblies, displays and performances. Each child is given the opportunity to have work displayed at various times in the school year, both in class and around the school site. Our display work aims to inform, support, celebrate and challenge. All display is of a high standard and includes the work of all children regardless of ability. School events such as concerts and plays are seen as opportunities for all pupils, regardless of ability and age, to perform and demonstrate their skills.

PLANNING

Curriculum planning is a process in which all the teaching staff are involved through PPA sessions. Year group teams plan their weekly programmes of work together. This ensures equality of opportunity between parallel classes. The SLT monitors planning termly. Learning intentions and assessment opportunities are clearly identified, thereby ensuring that outcomes inform future planning. *See also policy for Planning, Assessment and Record Keeping.*

Regular staff meetings, including Key Stage Meetings and Senior Leadership Team Meetings are used to discuss various aspects of the curriculum and school management which ensure consistency of approach and high expectations.

Policy documents are reviewed regularly and schemes of work are developed by the subject leaders in collaboration with the whole staff. All policies are ratified by the Governing Body. The Single Plan which drives all developments is developed through discussion with all staff and Governors. Each member of the Governing body has a subject responsibility and is encouraged to liaise with that subject co-ordinator. Subject Leaders are invited to Governors' meetings (curriculum committee) to update and inform governors of curriculum matters.

THE ROLE OF CURRICULUM LEADERS

There is a clearly defined role which has been drawn up and agreed. Every member of staff has a subject responsibility, which includes policy development, monitoring and the production of schemes of work. Subject Leaders also take responsibility for purchasing and organising resources, having made a bid at the beginning of the financial year (in context of the Single Plan). Subject Leaders are expected and encouraged to keep up to date through reading and attending relevant courses.

Subject Leaders are required to set annual targets for their subjects which are discussed and agreed with the Head at the start of the year. Subject Leaders are also encouraged, on a rolling programme as dictated by the Single Plan to observe and support colleagues in teaching their subject.

Governors are welcome to attend staff meetings and curriculum workshops, by arrangement with the head.

ASSESSMENT AND RECORD KEEPING

Before starting school we ask parents to complete a Home-School Link form. For details, see *policy for Planning, Assessment and Record Keeping*.

At the end of the Reception year, the Early Years Foundation Stage Profile is completed for each child. These judgements are based on observations and on-going assessment. All assessment information is passed to Year 1 staff at the end of the year in accordance with the LA guidelines.

All staff undertake both formative and summative assessments throughout year.

Record keeping formats for each subject have been drawn up and agreed by all teaching staff. Samples of children's work are kept throughout the year and used to support record keeping systems and to inform reports to parents and others.

Children are tested every year using standardised tests (PIRA and PUMA) and statutory SATs at the end of each Key Stage 2. This information is monitored and analysed by the SLT in order to identify trends, implement interventions, inform target setting and improve practice. The data is reported to governing body and the LA.

The Raise On-line Report in the Autumn Term enables the school to assess the value added between KS1 and KS2 and compare the SATs results with similar schools and the national picture.

There are moderating sessions for English, Maths and Science across all key stages.

Children's work, including homework is monitored regularly by the Headteacher, Subject Leader and SLT. The Headteacher and Senior Leadership Team also have a programme of lesson observations throughout the school. Each teacher receives individual feedback from the Headteacher, Performance Manager or Subject Leader regarding the quality of teaching and learning and specifying any areas for development.

Review days are held on a rolling programme with year group teams and members of the Senior Leadership Team to discuss the progress of all children. This meeting is used to set learning targets and implement interventions to enable all children to meet or exceed age related expectations (see monitoring policy).

PARENTS

Parents are seen as important partners in their child's education at Caversham Primary School. Parents are informed of their child's progress and development on a termly basis at Parents' Evenings and through written reports.

Parents form an important part of the school's development such as the ICT Forum, the Environment Development Working Party and fundraising events organised by the Caversham Primary School Association (C.P.S.A.).

Every year, parents are given a questionnaire which is evaluated to inform the School Single Plan and Strategic Planning. Parents are also encouraged to complete the online Ofsted Parentview questionnaire.

RESOURCES

The school has an inventory of resources which is audited every year by subject leaders before wish-lists and priorities can be identified. Bids are made for budgets to support these priorities. Each classroom is well equipped with basic resources which are the responsibility of the class teacher. All resources are well maintained, replaced or updated as often as the budget allows - renewable resources are the responsibility of the key stage leaders.

Children are encouraged and trained to access and use a wide variety of resources and to have responsibility for their storage. Resources are accessible and clearly labelled. Teachers and children work together to establish a welcoming and well-ordered environment which encourages respect, care and value for all resources.

We have a School Library, Computer Suite and Music Room, all of which are timetabled enabling each class weekly access.

The library is organised by a part-time librarian. The Computer Suite is maintained by the ICT Technician.

Every teacher has remote access to the school network.

We have a part time Food Technician to teach cooking and healthy eating throughout the school. There is also a part time pottery teacher/technician who teaches small groups of children. Both pottery and cookery are linked to other curriculum subjects e.g. Victorian photograph frames, WW2 recipes and rations.

STAFF TRAINING

The school is committed to the professional development of all staff. The Performance Management cycle is seen as part of staff training and development. Non-teaching staff are also part of this cycle.

All members of staff have opportunities to run and attend workshops. This is seen as an opportunity to share expertise in school. Staff are also encouraged share good practice by making links with other schools.

There is an induction programme in place for all new members of staff. NQTs are supported by the LA through a programme of continued professional development.

Lunchtime Play Workers have regular termly meetings and training in first aid and behaviour management.

Teaching Assistants receive training and have regular meetings to enable them to be most effective in the classroom.

Other policies to refer to for more information:

- Equal Opportunities policy
- Community Cohesion policy
- Monitoring policy
- Assessment policy
- The Foundation Stage policy
- SEN policy