

PENDRAGON PRIMARY SCHOOL
TEACHING AND LEARNING POLICY



LEAD PERSON: Headteacher

Learning and Teaching Policy

In this policy we have attempted to identify the aspects of teaching and learning which apply across the curriculum. This policy has links to all other curriculum policies and all policies should be read in conjunction with it.

Aims

We aim to provide the children with a high quality of education within an environment that is stimulating, challenging and caring using the principles of Assessment for Learning.

Philosophy

We believe that Every Child Matters. All children are entitled to:

- equality of opportunity
- good teaching which enables them to reach their full potential
- respect and kindness
- preparation for adult life
- enjoyment
- Cultural diverse curriculum

Learning and Teaching Styles

All individuals are different and have preferred styles of both teaching and learning. During their time in school children will be taught

- in a class or large group
- in a small group
- individually
- through discussion
- through a task or activity
- through interactive whole-class teaching initially directed to more able students then differentiated
- using ICT to present information
- through high quality questioning

However the class teacher has the ultimate responsibility for the teaching of all children in the class.

Our expectation is that children will:

- listen attentively
- participate in a group
- participate as an individual
- take ownership of their learning
- become active learners

Teachers are aware that not all children prefer the same style of learning and will vary the styles used. Children will be encouraged to develop their range of learning styles so that they can fully benefit from all their lessons taught in any style.

Quality learning

Children who are involved in quality learning will:

- concentrate well in class
- take pride in their work and achievements
- work independently
- work with others
- show confidence in their own ability
- search for knowledge and understanding
- enjoy their work
- persevere when tasks are not easily solved or when things go wrong
- learn from their mistakes
- be sat at the right size furniture
- all be able to concentrate on the teacher without needing to turn
- know the classroom management systems including stopping procedure, class rules, class timetable for the day and the week
- be made aware of the next steps they need in their learning

Quality first teaching includes:

- having high expectations of all children
- motivating and encouraging all children to do their best
- awareness of the different learning styles of the children
- planning work carefully, differentiating as much as possible
- using assessment to change and modify plans
- having clear Learning Objectives that are shared with the children
- use of curricular targets that are shared with the children
- a positive atmosphere with genuine praise for achievements and the opportunity to make a mistake without feeling inadequate or humiliated
- valuing creativity and spontaneity
- developing children's vocabulary
- using ICT across the curriculum
- a teaching style that is well matched to the task in hand
- giving children regular feedback to help them to know and be able to identify their next step(assessment for learning)
- a well organised classroom
- efficient use of support staff
- using time and classroom resources effectively
- linking homework to support classroom learning
- TAs used to provide effective support for all children in the class except where a TA is working with a named child
- The use of cross curricular links where appropriate
- Awareness of the different cultural and educational backgrounds of the children
- Children's talents are recognised in whatever area
- Teacher modelling what they expect the children to be able to do and wear (in PE it may be useful to use child with talent)
- Flexible groupings
- Visual resources and first-hand experience
- 20% teacher talk, 80% pupil talk
- Pupil lead learning e.g. pupils developing success criteria
- Partner talk
- Variety of ways to collect answers eg hands up/ no hands up/ lolly sticks

- Enabling children to become independent learners
- Rehearsal of activity whether in art or if using talk for writing
- Inclusive lessons with differentiation where necessary
- Use of the outdoor classroom
- Managed risk taking
- Enthusiasm!

It is an expectation that a teacher should be able to **demonstrate at least a good lesson** in an observation.

It can be an interesting exercise to ask the class at the start of the year what helps them to learn and to help them identify what stops them learning.

Inclusion

All children have equal access to the curriculum irrespective of race, gender or ability. Teachers have regard for the three principles for inclusion laid down in the National Curriculum:

- 1) Setting suitable learning challenges
Teachers aim to give every pupil the opportunity to experience success in learning in all areas of the curriculum and to achieve as high a standard as possible. Where any pupil needs additional support or is not achieving at expected level, parents should be informed.
- 2) Responding to pupils' diverse needs
Teachers set high expectations for all pupils and take specific action to respond to their diverse needs to achieve personalised learning, such as target setting, creating an effective learning environment, and using a range of styles in order to secure motivation and concentration. Where children have SEN or G&T appropriate subject co-ordinators will need to monitor their progress.
- 3) Overcoming potential barriers to learning and assessment for individuals and groups of pupils
The needs of children with SEN, disabilities or EAL are identified and appropriate activities are planned, with additional support provided where necessary. All pupils should be able to achieve in school and make good progress (1 level in KS1 and 2 levels in KS2). The IDP materials provide additional resources.

Classroom management

The organisation of each classroom is the responsibility of the individual teacher but a well-organised room will display some or all of the following:

- Teachers should model good classroom organisation e.g. putting away items when finished with.
- Resources will be in good condition and clearly labelled, and accessible to the children
- Display will reflect the children's work and, where possible, be interactive
- School behaviour policy, class charter and playground rules are on display
- A working atmosphere will prevail, depending on the activity taking place.
- Children will speak politely to each other as well as adults

- Shouting, interrupting and other disruptive behaviour will be dealt with firmly and calmly, not by shouting back.
- Good use will be made of areas outside the immediate classroom
- Children and class adults will take responsibility for the tidiness and care of the room
- A learning wall will identify class charter, curricular targets and marking policy for older children
- A visual timetable is available for all
- There should be a celebration of children's work in the classroom
- White tack should be used on bare walls, staples and map pins need to be used on permanent displays on boards
- Adults should never humiliate any member of the class either a child or an adult
- Adults should have empathy for the feelings of others eg not hearing a child read at the front of the classroom in front of everyone else
- Organisation that allows all children to have an entitlement to speak and to be listened to
- Classrooms should take into account the needs of all children including those with dyslexia or any other SEN(See appendix 6)
- AFL trays to be used to inform teachers' understanding of children's learning in lessons and so plan next steps.

Presentation

All teachers will model and teach neat presentation in all aspects of their classroom work and when marking children's books.

Expectations will vary according to the age and ability of the child. Please refer to the presentation policy in the appendix. This also contains the list of exercise books to be used in which year group.

Marking

Teachers and TAs are expected to use their professional judgement when marking work so there will be exceptions to these guidelines.

All work done by children should be marked, ticked, initialled or dated (or a combination of these), to demonstrate that the work has been seen and read. Please read the marking policy. 6 children should be identified to have their work assessed by APP in reading, writing and maths. The 6 children do not need to be the same in each area.

Display

The purpose for display is to enhance the children's learning environment and to celebrate children's work. Every display is different. However, it is essential to label the work with the name of the children and explain the purpose of the displayed items. A variety of writing styles should be used to label the work i.e. not always printed by the computer. Work displayed around the school should indicate which class completed the work and how it was completed.

Assessment

Teachers use two types of assessment. Formative, which is done on a day to day basis and is used to inform future planning and summative which is used at the end of a unit of work to see how the child has performed against expectations both national and within school.

Formative assessment will be seen in marking (see above) and in teacher's individual records. These assessments will not necessarily be reported to parents unless they reveal some significant pattern.

Summative assessment will be reported to parents either orally at parent teacher consultations or in writing in the annual reports.

Teachers will use weekly plans for ongoing assessment jottings to aid future planning. The TOPP (tracking of pupil progress) framework is used to indicate when to collect targets and Teacher assessments in maths, english, ICT and science. Foundation subjects are assessed against National curriculum attainment targets on school designed record sheets.

The expectation is that every child should make at least 2 levels (12 points) progress from year 2 to year 6. It is a child's entitlement to achieve at least level 4 at Year 6- however specific circumstances could be an obstacle in some cases. It is only satisfactory progress to make 1 level progress every year in KS1 and 2/3 level progress a year in KS2.

The children are formally assessed as follows:

Foundation and Key Stage 1 children should be benchmarked at least once a term to support the assessment of reading

Foundation Stage:

Year 1: Teacher assessments against national norms in English, maths and science, phonics screening test at end of year NFER progress in English and maths tests if appropriate.

Year 2: Statutory SATs in English and Maths. Teacher assessment in Reading, Writing, Maths and Science.

Year 3: Non-statutory SATs in Maths and Reading, Teacher assessment in Reading, Writing, Maths and Science.

Year 4: Non-statutory SATs in Maths and Reading plus teacher assessment as above.

Year 5: Non-statutory SATs in maths and Reading plus teacher assessment as above.

Year 6: Statutory SATs, in Reading, Writing, Spelling, Punctuation and Grammar; and Maths. Teacher assessment in Reading, Writing, Maths and Science.

Guided reading records will be kept for all children. APP is used to inform all aspects of assessment in Reading, writing and maths.

For full information on assessment see Assessment Policy

Home / School Links

Communication with parents is imperative in order to keep their support with school and their child's education. The school has a weekly newsletter and a monthly article in the Papworth Newsletter. Link ups explaining termly learning are sent out every term.

Parents need to be informed about all school visits out of the local area and sporting events off site. Permission for local visits is kept in school records and is not required but they do need to be told in advance if the children are going out of school.

Parents are kept informed of the curriculum plans for each class through the termly Link-up, and have the opportunity to attend Parent Consultation meetings and Open Evenings during the course of the year.

Curriculum related information meetings are held when a need is identified.

The Home / School Agreement, which parents are asked to sign annually, sets out the school's aims and values.

There is a school standard format for any home/ school diary that is used.

Appendix 1

Presentation guidelines

All work should be well presented unless it is a draft. Drafting books should be used as soon as the children are able to show the necessary perseverance. When work is done on plain A4 paper, guidelines should be used for written work.

Illustrations and border patterns also help to make the work look more attractive.

Writing implements should suit both the age of the child and the purpose. In general children should use pencil or handwriting pen, not biro. Work should look clean and clear. Mistakes should be crossed out with one neat line. When using exercise books for writing or maths the children should be taught to write on the line, to underline titles using a ruler and to set work out clearly. Generally, the margin should be left clear except for numbers.

Agreed exercise books for Pendragon Primary School- see list in resource cupboard and talk to team leaders.

Early Years/KS1 classroom

- Clear labelling of work areas and resources (pictures also)
- Rules and behaviour
- Weather and seasons chart
- Birthday wall
- Colours
- Role play area (Changed ½ termly in FS, at least termly in Y1/2)
- Sand and water tray
- Visual timetable
- Phonemes - alternative spellings (TWINKL)
- Days of the week
- Months of the year
- Alphabet strip – capital and lower case
- Numbers to 10, 20 and words
- Multiples of 10 to 100 and words
- Labelled clock – o'clock, half past, quarter hour
- Labels showing school handwriting
- VCOP posters

Working wall / Learning Wall

- 3D and 2d shapes for that week's work
- Key Vocabulary for science and topic
- Weekly spellings for all groups

Appendix 4 Questioning

Sanders (1966) stated, "Good questions recognize the wide possibilities of thought and are built around varying forms of thinking. Good questions are directed toward learning and evaluative thinking rather than determining what has been learned in a narrow sense" (p. ix). With this in mind, teachers must be sure that they have a clear purpose for their questions rather than just determining what knowledge is known. This type of question planning results in designing questions that can expand student's knowledge and encourage them to think creatively

General Questions

Questions should lead children on to explore new thoughts and avenues of approach.

Knowledge <ul style="list-style-type: none">• What do you know?• What do you remember?	Lower order questions
Comprehension <ul style="list-style-type: none">• Can you describe it in your own words?• What does it mean?• Can you explain?	
Application <ul style="list-style-type: none">• How can you use it?• Where does ... lead you?• Can you show how?	
Analysis <ul style="list-style-type: none">• What was the cause of?• What are the reasons for and against?• What are the consequences of?• What are the similarities and differences?	Higher order questions
Synthesis? <ul style="list-style-type: none">• How else could you start/finish it?• Can you invent a new way?• How can you improve on...?• What if...?	
Evaluation <ul style="list-style-type: none">• Why would you think that?• What would you prefer and why?• Did it work and why?• How can you check that out?	

The lower order questions result in pupils remembering and reciting facts. The higher order questions result in a greater depth of thought and understanding.

Effective Questioning (Using Bloom's Taxonomy)

Knowledge

Useful Verbs	Sample Question Ideas	Possible Outcomes
Tell List Describe Relate Locate Write Find State Name	What happened after...? How many...? Who was it that...? Describe what happened at...? Find the meaning of...? Who spoke to...? Can you name the...?	<i>A list of the main events</i> <i>A timeline</i> <i>A facts chart</i> <i>A list of remembered information</i> <i>Reciting a poem</i> <i>A chart showing...</i>

Comprehension

Useful Verbs	Sample Question Ideas	Possible Outcomes
Explain Interpret Outline Discuss Distinguish Predict Translate Compare Describe	Write in your own words Write a brief outline What do you think could have happened next? What was the main idea? Who was the key character? What differences exist between? Can you provide an example of what you mean? Provide a definition for...	<i>Pictures to show a particular event</i> <i>An illustration of the main idea</i> <i>A cartoon strip of a sequence of events</i> <i>A performance of a play based on the story</i> <i>Flow chart</i> <i>Summary report</i>

Application

Useful Verbs	Sample Question Ideas	Possible Outcomes
Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? Could this have happened in...? Can you group characteristics such as...? What factors would you change if...? Can you apply the method/ idea to some experience of your own? What questions would you ask of...? Using the information, can you write a set of instructions about...?	<i>A book / leaflet about...</i> <i>A model made from instructions</i> <i>A report in a similar style</i> <i>A presentation about a particular point</i> <i>A collection photographs or annotated diagrams about a subject</i> <i>A map which includes relevant information about an event</i>

Analysis

Useful Verbs	Same Question Ideas	Possible Outcomes
Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	If ...happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Can you explain what happened when...? How is... similar to...? What were the motives behind...? What was the turning point in the plot?	<i>A questionnaire to gather information</i> <i>A flow chart to show critical stages</i> <i>A play about the study area</i> <i>A biography</i> <i>A prepared report about a particular topic</i> <i>A review</i>

Synthesis

Useful Verbs	Sample Question Ideas	Possible outcomes
Create Invent Compose Predict Plan Construct Design Imagine Propose Devise Formulate	Can you design a... to...? Can you compose a piece of music for...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? If you had access to all resources how would you deal with...? Can you write a tasty new recipe for...?	<i>An invention</i> <i>A new product, named and marketed</i> <i>A record, book, magazine cover</i> <i>A musical composition to accompany prose</i> <i>A performance</i> <i>A newspaper</i> <i>A stall at the fete</i>

Evaluation

Useful verbs	Sample Question Ideas	Possible Outcomes
Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess Discuss Prioritise Determine	Is there a better solution to...? Judge the value of...? Can you defend your position about...? Do you think... is a good thing or a bad thing...? How would you have handled...? What changes would you recommend...? How would you feel if...? How effective are...? What do you think about...?	<i>A list of criteria to judge something by</i> <i>A debate</i> <i>A school council</i> <i>A reading group/ workshop</i> <i>And end of term/ unit report</i> <i>A letter of persuasion/ argument</i>

Appendix 5

Subject specific needs in the classroom or in a lesson

Please refer to specific subject policies for further information

Subject	Needs
Art	<p>Good Quality visual aids (Good use of IWB)</p> <p>Recommended not to copy a painting but to use skills to inspire a painting of their own</p> <p>Teach use of media explicitly – don't expect children to already know</p> <p>Give opportunities to experiment and explore a media before using for final piece</p>
Design and technology	<p>Refer to health and safety D&T document</p> <p>Have aids of real technology to look at, handle and explore</p> <p>Demonstrate skills and give the opportunity to rehearse skills</p> <p>Have materials ready in design process</p> <p>Develop skills from 2-D to 3-D</p> <p>Give time for reflection and evaluation using children designed success criteria</p>
Gifted and talented	<p>Use Blooms taxonomy at planning stage</p> <p>Use range of thinking skills: thinking hats/ think, plan, share/ Philosophy for children/P.M.I./Odd one out/</p> <p>Look for opportunities for individual pupils to extend and deepen their understanding of a subject</p> <p>Look for opportunities outside of the classroom- seek expertise from others or advise children about clubs in the community for individuals</p>
Foundation Stage all lessons	<p>Managed risk</p> <p>Follow children's ideas and suggestions</p> <p>Lessons should be active and the children need to be doing</p> <p>Flexible and fluid lessons (freeflow)</p> <p>TAs need to be actively involved in all observations/ activities</p> <p>Feedback is needed with children and adults</p> <p>Happy confident children</p> <p>All work valued and appreciated</p> <p>All activities offered inside and out</p> <p>Opportunities for child initiated activities</p>
ICT	<p>Health and safety guidance followed- see policy</p> <p>All hardware should be checked and prepared before the lesson eg. Working</p>

	<p>devices, batteries fully charged and fitted</p> <p>Interactive Whiteboard orientated before the lesson</p> <p>Children shown how equipment works before working independently</p> <p>E-safety rules shared with children if internet to be used</p>
MFL	<p>Early start folder(if programme of study) and CD/ DVD player</p> <p>Photocopies from resource book/file or from MFL on staff share</p> <p>Displays with key lesson vocabulary and vocabulary to recap from previous lessons</p> <p>Displays of children's work including comparison of languages learnt and children's home languages</p> <p>Use of specific MFL resources eg talking postcards, language beach ball,</p>
PE	<p>Children to be reminded of safety issues before each lesson especially in gym lessons</p> <p>Equipment and resources to be used and moved in agreed, safe way</p> <p>Carrying of gym equipment to be done in a safe, controlled manner with adequate children to lift and move heavy benches.</p> <p>Children need to work in a controlled environment and work quietly</p> <p>Children need to wear the correct kit for each lesson eg shorts for gym</p>
PSHE	<p>Children need to be able to share issues confidentially</p> <p>Circle time rules need to be revised every time used</p>
RE	<p>Respectful handling of artefacts</p> <p>Sensitivity towards other faiths</p>
Science	<p>Health and safety issues addressed at the start of the lesson</p> <p>Children need to have the opportunity to ask questions and follow their own line of enquiry</p> <p>Supported recording as appropriate eg tables to fill in / investigation planning sheets</p> <p>Use of ICT resources to support learning eg Science clips</p> <p>Focus on skills- investigations need to be broken down eg focus on predicting or fair testing</p>

Appendix 6

Features of a communication supportive school: primary

Whole school

Feature	What would you see?	Why?
All staff actively promote communication supportive practice.	Leadership team using visual support strategies in whole-school events, discussion at staff meetings promoting use of a range of approaches.	The whole school ethos promotes the inclusion of pupils with SLCN.
A supportive social environment.	Buddy systems, friendships stops, circle time, regular Social and Emotional Aspects of Learning (SEAL) activities, appropriate play and lunchtime support.	Facilitation of successful social interactions, acceptance of and empathy for others.
Staff work collaboratively with colleagues, external professionals and parents.	Regular meetings and sharing information.	Consistency of approach, sharing of good practice, communication regarding specific needs and recommendations.
Access to assessments and reports.	All staff working with pupils with SLCN has access to reports and assessments from other professionals.	Staff have an understanding of the nature of difficulties and appropriate support planned based on recommendations.
Consistent use of symbol system evident in shared areas.	Where appropriate whole-school visual displays are supported with a consistent symbol system.	Pupils with SLCN have visual representation to assist with comprehension. A consistent system reduces confusion.
Quiet space available for small-group work.	Small group/individuals working with an adult in a distraction-free environment.	Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered.

Feature	What would you see?	Why?
A range of resources available for use with pupils with SLCN	Staff accessing specialist resources including appropriate software/ICT to meet communication needs and to promote learning. Resources clearly labelled.	Lessons can be differentiated and well supported with a range of specialist materials.
Staff share information and knowledge about language	Dissemination of information gained from training,	Staff gain and use knowledge to enable them to

and communication.	discussion of successful approaches and use of resources.	more successfully meet the language and communication of pupils.
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Classroom

Feature	What would you see?	Why?
Classroom environment	An organised, calm learning environment with equipment well organised and labelled. Uncluttered arrangement of furniture and wall displays.	An optimal learning environment is promoted.
Visual support systems	Symbols, drawings, prompt cards and photos are used to support teaching at macro and micro levels, e.g. learning outcomes, specific vocabulary, to sequence the steps within an activity.	Comprehension is improved with visual representations.
Visual timetable	A combination of words and pictures. Key subject/activity displayed and capacity to move individual items.	The structure of the day is predictable and changes can be signalled – reduces anxiety. Pupil can be shown the sequence of the day. Visual sequencing supports time concepts, e.g. before, next. Can be used for boundary setting and negotiation, e.g. work then play.

Feature	What would you see?	Why?
Wall displays	Wall displays are relevant to teaching in different subject areas. Key vocabulary is signalled as part of each display, supported with pictures/symbols and can be added to as lessons progress. Displays need to be big enough to be accessible as a learning resource.	Structured visual representation of key concepts and vocabulary supports understanding and aids learning. Pupils can refer to previous learning and the display can act as an aide-memoire. Expressive vocabulary can be supported by the use of the display.
Learning outcomes	Learning outcomes and success criteria are clearly displayed, together with related vocabulary and questions – symbol/picture supported where necessary.	Pupils understand what they are learning about, the purpose of their learning and how they will know they have been successful. Related vocabulary can be consistently referred to.
Talking area	Pupils have access to a quiet, distraction-free zone.	Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered. Peer-to-peer talking is promoted in an appropriate space.
Seating arrangements	Desks are either arranged in a horseshoe shape facing the teacher, or pupils with communication needs are seated near the teacher. Teacher speaks facing the class and stops speaking when writing on whiteboard.	Environmental distractions are minimised. A pupil's attention can be gained more successfully. Pupil is always looking at the speaker. Less potential for peer-to-peer distraction.
Use of teaching assistant	Teaching assistant has necessary skills and knowledge to support a pupil with SLCN. They are able to support when needed while allowing independent work.	Pupil's independent learning is appropriately scaffolded. The TA is aware of general strategies to support language and communication.
Organisation of resources	Resources stored in key categories, e.g. maths and clearly labelled. Each category is signposted in the classroom using symbol/picture. Resources should be near to pupils and accessible.	Promotion of independent learning, support for pupils with poor organisation skills. Promotion of categorisation skills, e.g. tools for writing.

IDP – Dyslexia

Overcoming barriers

Dyslexia Inclusive School – information –P4

Elements of a dyslexia inclusive school

Below are examples of a dyslexia inclusive school. Select them to see examples in practice.

- Buff or cream backgrounds on interactive whiteboards and handouts
- Symbols used to support written information – for example resources in classrooms, notices around the school, menus in the dining hall
- Colour coding used to highlight curriculum/subject areas, including resources, equipment, displays
- ICT used to support pupils' learning. Computer screens, text size and font adjusted where appropriate
- Resources on tables and walls to support multisensory learning – for example word banks, magnetic letters, alphabet strips, small whiteboards and pens, b/d memory joggers
- Evidence around the school of celebration of achievements – for example displays, motivation charts
- Evidence of pupils 'showing what they know' in different ways through displays around the school – for example models, concept maps, posters, ICT, drama
- Examples of assessment for learning
- Displays in classrooms of keywords and information to support organisation – for example when to bring in PE kit. Also visual timetables in classrooms

Other useful pages:

Identification of pupils with dyslexia:	P1 -5 + handout P7 – listening to a dyslexic pupil P8 – case study
Strategies & resources:	P15 – 20 MOSS