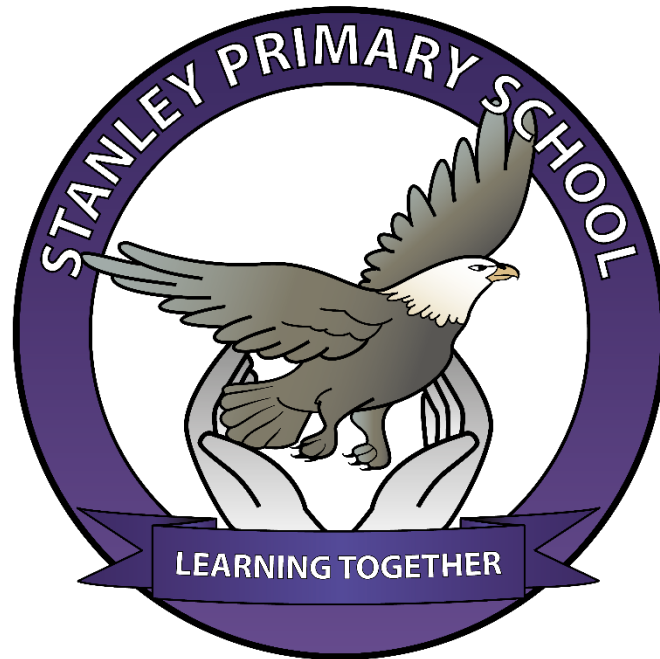


# STANLEY PRIMARY SCHOOL



## TEACHING & LEARNING POLICY

Approved by:

Headteacher

Date: March 2023

Last reviewed on:

January 2024

Next review due by:

January 2027

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## AIMS

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

## GUIDING PRINCIPLES

At Stanley Primary School we are committed to developing lifelong learners through providing high quality teaching and learning to raise standards of achievement for all children. This policy 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.

## **Our vision**

‘Learning together to create opportunities and experiences that enable our pupils to achieve their full potential’

## **Our values**

Our children and staff are ‘Proud to be Purple’ in our ‘Stanley family’ as we focus on/being:

**Sensible, Motivated, Aiming high, Resilient, Team players, Enthusiastic, Respectful.**

We aim to foster these values through being ‘SMARTER’ within our ‘Stanley family’. These values are developed in Stanley Primary School through the broad and balanced curriculum we offer. Through each subject we aim for our pupils to be engaged, inspired, and challenged, with a clear focus on enquiry-based learning whilst acquiring new language to build knowledge, skills and concepts.

At Stanley Primary School we feel that pupils learn best when:

- They feel safe and confident
- They are involved in the learning process
- A variety of resources are used
- They are presented with learning that is meaningful, relevant and appropriately matched
- Tasks set meet the needs of each individual child
- Challenge is purposeful
- They are skilled at self-assessment
- They are reflective
- They take ownership of their own learning
- They are made aware of different learning styles and recognize these with which they feel most comfortable and enabled to learn
- The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider community.

## **ROLES AND RESPONSIBILITIES**

Teaching and learning in our school is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

### **Whole School Community**

**All members of the school community should work towards the school’s aims by:**

- Esteeming children as individuals and respecting their rights, values and beliefs;

- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

## **Teachers**


### **Teachers will endeavour to:**

- 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 ability and aptitude;
- Ensure that learning is progressive and continuous;
- Be good role models, punctual, well prepared and organised;
- Keep up-to-date with educational issues;
- 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;
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- Actively engage parents/carers in their child's learning through regular updates on Seesaw, newsletters, social media and the school website
- Update parents/carers on pupils' progress regularly, and produce an annual written report on their child's progress
- Clearly communicate the purpose of home learning.
- Adapt and respond to the needs of the children.
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).

## **Support Staff**

### **Support staff in our school will:**

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities

- 
- Feedback observations of pupils to teachers
  - Ask questions to make sure they've understood expectations for learning
  - Identify and use resources to support learning
  - Have high expectations and celebrate achievement
  - Demonstrate and model themselves as learners

### **Year Group Leaders**

#### **Year group leaders in our school will:**

- Ensure consistency and coherence of teaching across their year group
- Support their teams in the planning, assessing and monitoring of all subjects
- Ensure that their teams have a secure understanding of assessment data and can identify trends and patterns through itrack.
- Ensure that early interventions are in place as required
- Deploy support staff effectively.
- Encourage teachers to share ideas, resources and good practice.
- Drive improvement in their year group, working with teachers to identify any challenges
- Liaise closely with senior leaders to highlight any challenges,
- Use their budget effectively to resource their year groups, providing teachers with necessary resources for learning.
- Work closely with other year group leaders to ensure progression across year groups.
- Encourage teamwork at all times.
- Support their teams with parental meetings
- Ensure that their year group newsletters are updated for parents on a termly basis.

### **Subject Leaders**

#### **Subject leaders at our school will:**

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

- Update governors on their subject annually.

### **Senior leaders**

#### **Senior leaders at our school will:**

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly.


### **Parents**

#### **Parents are encouraged to support their child's learning by:**

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence;
- Actively supporting the Home-School Agreement.
- Value learning.

### **Pupils**

#### **Pupils are encouraged to support the school's aims by:**

- 
- Attending school regularly and punctually;
  - Being organised, bringing necessary equipment, taking letters home promptly, etc;
  - Conducting themselves in an orderly manner in line with the expected behaviour policy.
  - Take responsibility for their own learning, and support the learning of others
  - Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
  - Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
  - Be curious, ambitious, engaged and confident learners
  - Know their targets and how to improve
  - Put maximum effort and focus into their work
  - Complete home learning activities as required.

### **Governors**

#### **Governors at our school will:**

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Build relationships with staff and pupils alike
- Develop a secure overview of teaching and learning in Stanley Primary School by regularly visiting classes, volunteering to attend school trips and attending curriculum/subject updates.

## **PLANNING**

Our Stanley Primary School curriculum model is designed to meet the needs of our community and to provide all of our children with the very best start in life, ensuring that by the end of their primary school journey, they are fully aware of the opportunities and possibilities available for their future lives.



Stanley Primary School Curriculum Model

The National Curriculum and EYFS Framework				
<b>Curriculum Drivers</b> (these are central to our school vision and ethos and underpin the learning and experiences that we undertake in all areas of school life to ensure our curriculum offer is enriched. They reflect and respond to the social and educational needs of our community)				
<b>Community-</b> helping our pupils to establish a sense of belonging and a respect of diversity, equality and British values within their local and the wider community.	<b>Opportunities-</b> which helps pupils become aspirational by providing opportunities and experiences so they know the possibilities available for their future lives.	<b>Challenge-</b> to motivate and build resilience in our pupils encouraging them to think positively, take risks and aim to be the very best that they can be.	<b>Character-</b> nurturing and educating our pupils to help them develop the characteristics needed to become successful learners, well-rounded individuals and responsible global citizens.	<b>Communication and language- EYFS</b> to help our pupils to communicate effectively with each other and express their ideas so that they become comfortable using a rich range of vocabulary and language structures.
In ...we...				
As ...we...				
Curriculum Goals				
<b>To provide a coherent, ambitious, well-sequenced, academic curriculum</b> that leads to sustained mastery for all and a greater depth of understanding for those who are capable.		<b>To provide a rich cultural capital</b> that 'provides the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement'.		To give pupils appropriate experiences to develop as <b>confident, resilient, responsible, active citizens.</b>
<b>Organisation of subjects:</b>				
EYFS	Milestone 1 Curriculum Breadth for Years 1 and 2	Milestone 2 Curriculum Breadth for Years 3 and 4	Milestone 3 Curriculum Breadth for Years 5 and 6	
Threshold concepts for each subject				
Delivery based on evidence from cognitive science				
Learning is most effective with spaced repetition.		Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.		

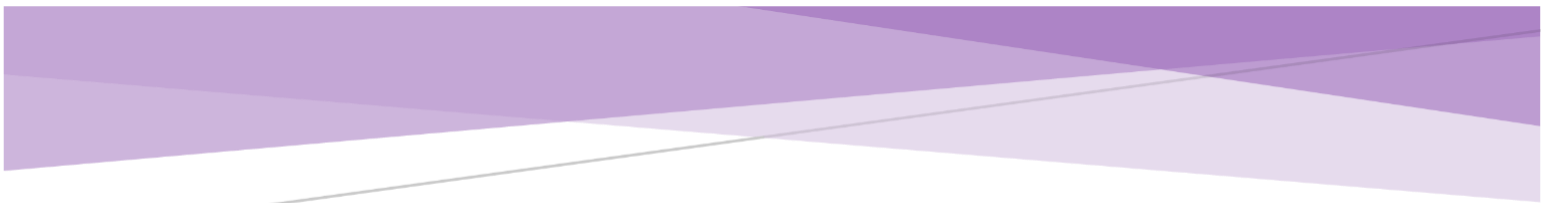
It is made up of 4 main concepts:

- Curriculum drivers
- Curriculum goals
- Threshold concepts
- Cognitive science research approach

The **curriculum drivers** are the golden threads through our curriculum and reflect the social and educational needs of our community. These are central to our school vision and ethos and underpin the learning and experiences that we undertake in all areas of school life, to ensure that our curriculum offer is enriched.

Our **curriculum goals** are in line with new Ofsted framework requirements and ensure that we are providing an academic curriculum which is coherent, ambitious and well-sequenced, that leads to sustained mastery for all and a greater depth of understanding for those who are capable. Our curriculum offers a rich cultural capital by providing the knowledge our children need to be educated citizens that engender an appreciation of human creativity and achievement. We strive to provide experiences that help to develop our pupils as confident, resilient, responsible, active citizens.





Our curriculum is designed around the **threshold concepts** of each subject. These are the 'Big ideas' that our planning is built upon. Each threshold concept clearly shows progression through intrinsically interweaving knowledge and skills. Long term plans are formed with key questions as the focus, which help to make purposeful links across other curriculum areas as well as building on prior knowledge.

Our pedagogy and delivery is based upon **research from cognitive science**. Daniel Willingham's model of memory suggests that learning is most effective with spaced repetition and in order to avoid cognitive overload, retrieval practice should be frequent and regular.

Our curriculum has developed from thoughtful reflection about children's experiences at school, our understanding of how children learn, research-based evidence and a desire for children to both enjoy their experience at primary school and to feel challenged and excited.

### **Early Years Foundation Stage**

The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes. The curriculum is divided into core and specific key areas of learning and development. They are:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for your children as they grow, learn and develop. At Stanley Primary School we strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this.

An EYFS learning journey will be completed for each child. Each child will be assessed in relation to the 17 Early Learning Goal descriptors.

Assessments will be based primarily on observation of daily activities and events. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception Year WT (working towards) or E (expected)

The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

In EYFS, opportunities are created for the children to explore all areas of the EYFS framework; with the focus being primarily on the prime areas to ensure all children have a strong foundation on which to build.

*(See our EYFS curriculum outline for more details on our school's teaching and learning in the early years.)*

### **Years 1-6**

Children in Years 1 - 6 follow the allocated programmes of study in the National Curriculum. At Stanley Primary School we aim for our teachers to deliver the National Curriculum creatively by making meaningful learning links. The class teachers work as a team to develop meaningful and creative lessons from which to deliver the learning.

A high focus is put on vocabulary acquisition to ensure the children develop a broad vocabulary that allows them to be successful in all curriculum areas; by learning in this way children are able to make connections between what they have learnt previously and their current learning. This allows them to retain knowledge, skills and understanding more easily.

At Stanley Primary School we understand that children enjoy learning in different ways and have different strengths. Our curriculum supports the different learning styles and gives value to the full range of National Curriculum subjects taught. Learning is carefully and effectively sequenced to ensure progression in skills and knowledge -with a focus on engagement.

Our curriculum:

- Is coherent – rigorously thought through and constantly evolving
- Is well planned – prescribed programmes of study and inter-disciplinary connections
- Is carefully sequenced
- Provides a 'Big Picture'
- Allows flexibility for teachers to establish meaningful connections
- Enables children to make connections
- Places emphasis on children applying previously learned knowledge into different contexts
- Provides balanced coverage – diverse range of contexts from years 1 to 6
- Provides high quality subject specific teaching whilst recognising the links
- Is embedded in school systems
- Accessible and challenging for all

Regular staff meetings and INSET days are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Long term and medium-term plans are written and uploaded on to the google drive for checking and monitoring by subject leaders and senior leaders. Teachers plan collaboratively and then develop lesson designs based on their own class. Learning is personalised for individual learners as teachers adapt and respond to their needs.

Swimming instruction with specialist teachers takes place at the local swimming pool.

### **Non-negotiable elements in practice for all year groups**


- School agreed planning/curriculum model proformas are used – available in google drive.
- Differentiation and lesson structure is appropriately decided according to the planned learning- this may alter on a daily basis depending on AFL.
- Range of teaching methods used to fit learning purpose
- Variety of learning tasks planned
- A range of differentiation strategies are used to enable all learners to succeed
- Pre-teaching is used effectively to prepare children for the learning ahead
- Range of groupings used according to learning allowing for collaboration
- Learning objectives are identified and shared
- All learning is modelled to pupils with clarity
- Outdoor learning (including trips) are an entitlement
- Our curriculum allows scope to ensure all learning is achieved through a meaningful context
- Progression of knowledge and skills underpins our curriculum
- Every lesson begins with some form of retrieval practice
- High expectation of presentation and learning for all children is evident
- Guided reading sessions take place daily
- Working walls are current and utilised in lessons
- Lessons are structured around the Dr Ice (deepening thinking, role modelling, impact on learning, challenging expectations, engaging in learning) model of learning
- Displays are current and stimulating

## **LEARNING ENVIRONMENT**

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);

- 
- one to one teaching;
  - conferencing;
  - collaborative learning in pairs or groups;
  - independent 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 classroom will be organised to facilitate learning and the development of independence. For example:

- Resources in each area will be available for each curriculum subject, where relevant
- Book corners will be comfortable and attractive;
- Working walls provide a rich stimulus that reflects prior learning
- Areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Classrooms provide a stimulating and purposeful learning environment, including thought provoking and interesting displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the year group leader. Volunteer helpers assist with the many aspects of school life, including supporting reading and aiding with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Superstar' awards are given weekly in phase assemblies to celebrate individual academic or behavioural achievement. Our 'Proud to be Purple' awards are also given weekly during assembly time and reflect out Stanley School values. 'Headteacher Awards' are given every term to recognise pupils achieving their personal best in an area of school life.

## **DIFFERENTIATION**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Pupils with special educational needs (including gifted and talented children), pupils with English as an additional language (EAL) and disadvantaged pupils receive support in different forms, depending on their need. This could be in the form of:

- one-to-one support
- teaching assistants to provide extra support
- smaller intervention groups
- scaffolded writing frames/ word banks
- ability groupings, where appropriate
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress.
- Working with our pupil engagement officer

Extra support is provided in the classroom from teaching assistants where required. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Teachers update individual pupil provision plans to document extra provision that is in place in school for the child. These are shared with the child and parents to encourage partnerships in learning.

## HOME LEARNING

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

At Stanley Primary School, we believe homework to be a valuable element of the learning process that often consolidates learning that has taken place in school.

We believe that homework should be set:

- to involve parents in their children's learning;

- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a life-long process and not just restricted to school hours.

Homework is set on a regular basis and will generally follow on from work which has taken place in class. It may take many different forms, including reading, multiplication facts and spellings. Sometimes it may consist of preparation for work yet to be done including project-based tasks or research.

## MARKING AND FEEDBACK

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given during or after lessons either verbally or in pupils' books. We aim to provide meaningful feedback to our pupils so that they know how to improve their work. Through 'live marking' we are able to identify mistakes and misconceptions quickly and respond and adapt to individual needs.

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

*Please see our marking and feedback policy*

## 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 are tested in Year 1 and re-tested where necessary in Year 2. Multiplication tests take place in

Year 4. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.

Throughout the year, regular lesson observations, book and lesson plan scrutiny will be carried out by teams as well as subject leaders. Subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement. The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings, pupil voice and pupil progress data.

We provide parent's evening twice a year to update parents on the progress of their child and in addition parents will receive a written report annually.

## MONITORING AND EVALUATION

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Assistant, Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around data from itrack, our whole school provision map and the impact of the interventions that are used.

Throughout the year, regular lesson observations, book and lesson plan scrutiny will be carried out by teams as well as subject leaders. Subject leaders are responsible for having clear and shared intentions for their subject as well as driving improvement. The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings, pupil voice and pupil progress data.

Members of the leadership team may drop in to lessons and view the progress the pupils are making at any point in the school day.

The Performance Management cycle informs teaching and learning. (See Performance Management Policy).

## REVIEW

This policy will be reviewed every three years by the senior leadership team.