

# Grovelands C P School

## Teaching & Learning Policy

June 2021

## **Grovelands Community School**

### **Teaching and Learning Policy**

#### **Believe Create Achieve**

The Teaching and Learning policy is the core policy at our school as it sets out how we will achieve high standards in achievement and puts learning at the centre of all that we do. The policy ensures that everyone is committed to achieving a high quality consistent approach to learning. We are committed to providing an excellent educational experience for all our children.

- Expectations are always challenging and creative.
- Children are active and have a voice in their learning and development.
- Teachers enjoy teaching and always strive for excellence.

#### **Aims for the highest standard of educating**

Grovelands seeks to create a caring and quality learning environment by:

- promotion of values and emotional intelligence through our day to day actions and teaching;
- promoting self-esteem by encouraging pupils to value and respect themselves and others;
- provision of a safe, happy and stimulating environment in which to learn;
- provide an engaging, broad and balanced curriculum;
- planning incorporates both challenge and support in and beyond the classroom;
- promoting a growth mindset, encouraging children to take risks and learn through making mistakes;
- providing consistent and continuous quality first teaching.
- having high expectations of learning behaviours.
- promoting critical thinking skills and self-reflection.
- working in partnership with parents, governors and the community.

#### **Learning at Grovelands**

##### **Learning Behaviour**

- Children are actively engaged and encouraged to lead their own learning.
- Children and adults demonstrate mutual respect and positivity.
- Children take pride in their work and how they present it.
- Children are able to say what they are learning.
- Children are aware of the learning outcome and the steps to success for each lesson.
- Children are encouraged to take risks and develop a growth mindset.
- Children are rewarded for effort and resilience when they are faced with a challenge.
- As confidence builds and concepts are mastered children are able to apply their learning independently.
- Questions encourage critical thinking skills and metacognitive thinking.
- Children initiate questions, lead discussions and respond to questions from the teacher and each other.
- Children assess each other's work and feedback their observations.
- Children reflect on their learning through self/ peer evaluation, what they did well and next steps (even better if) .
- Children respond in purple pen to verbal and written dialogue with their teacher to move their learning on.
- Once learning is embedded children apply what they have learnt to different contexts.

- Children also take up opportunities to learn through a wealth of extra-curricular activities on offer before, during and after school.
- Pupil voice is evident.

### **Our Learning Environment**

- The classrooms are attractive, well -resourced and organised.
- Displays effectively support, inspire and celebrate learning.
- Children are taught to take responsibility for the equipment in their classrooms.
- They are expected to tidy up and look after property.
- Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.
- Talk partners are changed regularly
- Seating is flexible often of mixed ability or based on daily in-school formative assessment.
- All support staff are clear on their role and expectations within each lesson.
- Adults are assigned to work with individuals and small groups.

### **Our Curriculum**

- The Primary National Curriculum 2014 is firmly embedded across the school and is the basis of all teaching and learning and used to quality assure all other school documents.
- Our Curriculum is designed to engage the children's interest and is bespoke to our School, our location and our community.
- Each year groups' curriculum map is based on quality core texts and exciting cross - curricular topics that inspire. This is reviewed and revised annually.
- Planning has sharp objectives, based on pupils' prior knowledge.
- Planning is informed by formative and summative assessment and sequential steps in learning linked to evaluation of pupil's current understanding.

### **Teaching at Grovelands**

- Teacher's have a secure subject knowledge of the curriculum that they teach.
  - Grovelands has specialist teachers in Computing, Dance, P.E. and Music.
  - Our Phase leaders are subject leads for EYFS, English and Maths.
  - Rapid intervention has been adopted as an approach in Mathematics in Years 1 – 6 – in this way expected outcomes are achieved.
  - All pupils are extended through greater depth challenges.
  - Collaborative learning is consistently implemented through learning partners and effective questioning.
  - Teachers know their children well.
  - Pupils who have English as an Additional Language, Pupil Premium, Special Educational Needs and Disabilities and More Able children are known to the class teacher. Reasonable adjustments and Pupil Voice are recorded on the Pupil Passport.
  - Reasonable adjustments are made and outside agency advice is sought and implemented as required for SEND pupils.
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- Questioning is differentiated to ensure the right level of challenge.
  - Learning is scaffolded through planning with support from adults, where appropriate, equipment and/or resources to help the pupils access the learning. It is our aim to promote greater independence and resilience.
  - For certain children who are working below their age they follow a personalised curriculum
  - with learning objectives taken from a different year group or a specialist intervention programme based on prior assessment.

### **In the Classroom we would expect to see:**

- Lessons that are creative, purposeful and contextual.
- Objectives are shared and referred to throughout the lesson.
- Pace that enhances the learning and maintains positive engagement.
- Dialogic talk (a mutual learning process where the teacher poses critical problems for inquiry)
- High level questioning
- Use of high quality resources/ texts.
- Teacher modelling
- Achievement and effort consistently recognised and rewarded.
- High expectations of behaviour and attitude to learning.
- Verbal feedback.
- Time for the children to reflect on their learning and identifying their next steps
- All Smartboard slides are on buff backgrounds

### **Home Learning Expectations**

We recognise the importance of an active educational partnership between home and school to support children's learning.

How and when we set homework is outlined on our website in Homework Expectations and Maths Homework.

#### **Aims:**

- To help children to make progress and ensure children have the best opportunities to meet and deepen their knowledge and understanding.
- To help parents gain an insight into their child's school work, support in children's learning and promote partnerships between home and school.
- To support children to develop their fluency and comprehension skills in reading.
- To support children in developing their understanding and recall of known mathematical facts e.g. times tables, division facts and number bonds.
- To practise and consolidate further skills.
  
- To broaden the context of learning and provide enrichment and extension.
- To become independent learners and to develop perseverance and positive attitudes to learning beyond the classroom.
- To support children in becoming responsible and organised in their learning at home as a preparation for more frequent homework at secondary school.

### **Continuing Professional Development**

- Teachers are instrumental in their own Professional Development; actively taking part in CPD sessions within school and elsewhere.
- Teaching and learning is monitored by the Senior Leadership Team , Phase Leaders, NQT Mentors, subject leaders through work scrutiny and lesson observations.
- Verbal and written feedback is given to individuals and at times generic feedback to staff in Phase Leader meetings.
- Best practice is shared through a variety of channels e.g. Phase Leader meetings, lesson observations, coaching.
- The National Teaching Standards are used for both monitoring and appraisal purposes.
- Teacher's evaluate themselves against these standards for self- appraisal.

## **Subject Leaders**

Our Subject Leaders are responsible for securing high standards of teaching and learning in their subject and ensure that practices maximise the learning opportunities for all pupils.

Subject Leaders develop standards in their subject by identifying areas of strength and aspects which need development. They ensure provision is in line with current best practice and guidelines. Subject leaders evaluate the effectiveness of teaching and learning in their subject by carrying out monitoring activities – as timetabled on the annual School Monitoring Schedule.

Subject leaders understand and work to ensure the development of their subject contributes to school priorities and to the overall education and achievement of pupils.

## **Subject Statements of Intent**

***In all subjects children will have their diverse needs met - including those with special educational needs and disabilities***

### **Art**

#### **We want children to:**

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Develop their creativity and inspiration through a wide range of activities including first-hand experience and using their imagination
- Develop their visual perception
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Develop their ability to use appropriate techniques to communicate ideas in two or three dimensions
- Get experiences of a range of materials and resources and to encourage their ability to select materials
- Be able to revisit their work in order to review and modify
- Enhance their spiritual, moral, social and cultural development through art and design
- Be able to talk about works of art, craft and design. To develop an understanding and appreciation of the works of their own and other cultures
- Be encouraged to work independently and collaboratively on pieces of work
- Produce creative work, exploring their ideas and recording their experiences
- Evaluate and analyse creative works using the language of art, craft and design techniques

### **Computing**

We aim to provide a broad range of engaging activities that will equip pupils with the skills and knowledge of using computers, the internet and other technologies. Through computing lessons, pupils will receive a progressive curriculum of skills to develop their confidence, competence and independence using information technology. Pupils will also learn the skills and knowledge of

programming, from understanding what algorithms are, to creating and debugging their own complex programmes.

We aim provide opportunities for pupils to apply their skills in other areas of the curriculum to enhance their learning, promote creativity and develop effective working methods, such as research, documenting their learning, presentations or practising skills using online services. This can be achieved through the use of shared mobile devices, shared PCs and the use of the ICT Suite. Additionally, pupils are able to access online learning remotely at home.

We aim to provide safe and secure access to ICT systems and the internet, and aim to educate pupils to be safe and responsible users. We aim to provide the tools and strategies to be digitally literate and resilient across any technology, device or platform through a progressive, whole-school approach to online safety.

We aim to continue exploring new technologies to enhance learning and to prepare and inspire children for the future.

## **Design Technology**

### **We want children to:**

- Learn to think creatively to solve problems both as individuals and as members of a team.
- Have opportunities to use their creativity and imagination to design and make innovative products for a specific purpose.
- Will have opportunities to research, develop and represent their ideas
- Have cross-curricular learning linked to the current year group topic to ensure learning has a context and is meaningful.
- Follow the Progression of Skills for Design Technology so skills are taught progressively to develop and embed skills each year
- Work with a wide range of media including textiles, food and woodwork.
- Evaluate existing technology, its uses and its effectiveness.
- Allow children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.
- Ensure children are taught to enjoy cooking and help them understand nutrition and healthy eating.

## **English**

### **We want children to:**

- Speak, read and write fluently so that they can communicate their knowledge, ideas and emotions to others effectively.
- Talk and share ideas about their experiences, their reading and their writing.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Take pride in their work, developing a clear, consistent and joined handwriting style by the time they leave for secondary.

- Develop widening vocabulary and be able to spell new words by effectively applying spelling patterns and rules they learn throughout their primary schooling.
- Develop a secure understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Understand the power that an understanding of grammar, punctuation and a wide vocabulary can lend their speaking and writing.
- Develop and apply skills of speaking, listening, reading and writing across all curricular areas.
- Read and be read to, often, both at home and school.
- Have access to a rich reading curriculum which covers a breadth of fiction and non-fiction texts of different genres and themes.
- Develop a love for reading – reading for pleasure and reading for information, learning to read and reading to learn.
- Make connections between their reading and writing. To understand why an author has written in a particular style, or used a specific word; to discuss texts and the effect it has on the reader; use author's techniques in their own writing.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English, which follows our progression of skills as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in English skills is crucial to a high quality education.

## **Geography**

Is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

### **We want:**

- Children to have access to a curriculum rich in geographical experiences – including visits to appropriate sites and visitors/workshops in and out of school
- All pupils to have access to a rich geographical curriculum irrespective of financial constraints – funding available for this
- Children to be encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.
- To enable children to develop knowledge and skills that are transferrable to other curriculum areas.
- To inspire a curiosity about the world and its people that will remain with them for the rest of their lives.
- To provide pupils with knowledge about diverse places, people, resources and natural and human environments.
- Children to develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- Children to obtain Geographical knowledge, understanding and skills.
- Children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Children to benefit from the teachers having the Progression of Skills documentation and topic overviews to inform curriculum delivery and skills development

- Vulnerable groups to be identified on planning, support for SEND and PPG

## **History**

### **We want children to:**

- Have access to a curriculum rich in historical experiences – including visits to appropriate sites and visitors/workshops in school
- Have access to rich historical curriculum irrespective of financial constraints – funding available for this
- Have a better understanding of the chronological order of major period of British history
- Have increased awareness of events and empathy with people from the past
- Become more skilled at interpretation and inference when using primary sources
- Have good opportunities to develop knowledge and experience of PSHE and British Values through history by highlighting topic links
- Be taught a sequenced curriculum based on the 2014 National Curriculum and is ordered on chronological historical events

## **Mathematics**

Our aim is to produce a connected curriculum accessible to all pupils, in all classes. We aim to support pupils becoming fluent in the fundamentals of mathematics, namely, be able to reason and problem solve. These skills are crucial life skills for our pupils and will enable them to be successful adults in the work place.

In order to gain confidence in these life skills pupils MUST be able to visualise the maths and we support them to do this through the CPA approach. This helps children to understand mathematical concepts and make links and connections with different representations of the same thing.

We also place emphasis on mathematical language and questioning so pupils have the tools to discuss the mathematics they are doing.

As well as being fluent mathematicians, we want pupils to love maths and experiment with their ideas through a series of mathematical challenges.

## **Modern Foreign Languages**

### **We want children to:**

- To develop an interest in learning other languages.
- To introduce young children to another language in a way that is enjoyable and stimulating.
- To encourage children's confidence and creative skills through the exploration of another language.
- To stimulate and encourage children's curiosity about language.
- To help children develop their awareness of cultural differences in other countries.
- To develop listening, speaking, reading and writing skills.
- To lay the foundations for future language learning.

## **Music**

### **We want children to:**

- Have good opportunities to develop knowledge and experience of Music.
- Demonstrate proficiency on a primary instrument (or voice), in solo performance and in large ensembles such as concert band or chorus performances.



- Identify genres and styles of various musical traditions and historical periods both in notation and aurally.
- Use appropriate musical vocabulary when analysing a music piece.
- Be able to identify music of the Western classical tradition from the 18th-21st centuries.
- Attend rehearsals and performances.
- Pursue independent and collaborative projects in composition, theory, history, or performance and present the results in a formal and professional manner.
- Evaluate and assess personal musical achievement; develop personal goals for future musical endeavours.
- Identify and perform various rhythmic patterns of increasing complexity.

### **Physical Education (P.E.)**

#### **We want children to:**

- Have access to a PE curriculum that allows them to experience a range of sports and PE skills.
- Understand both the physical and mental benefits of exercise.
- Have the opportunity to lead active and healthy lives.
- Have a curriculum that stems from the Department of Education's PE Programmes of Study for KS1 and KS2.
- Progress their skills as teachers use the Progression of Skills documentation and PE Units of work to inform curriculum delivery and skills development.
- Have the opportunity to engage in competitive sports and activities.
- Follow the school games ethos of Team work, Passion, Honesty, Self-belief, Respect and Determination.
- Develop their use of PE language and apply this to other curriculum subjects (e.g. balance, orientation, positional language).

### **Relationships, Sex & Health Education (RSHE)**

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.

- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

### **Religious Education (R.E.)**

- It is our intent to make Religious Education engaging and relevant to the 21<sup>st</sup> century and to the rapidly changing world that we live in. It is vital that all our pupils learn about religion and the various World Views that are in our society so that they can understand the world around them.
- Through R.E, pupils develop their knowledge, skills and awareness of the beliefs, values and traditions of other individuals, communities and cultures.
- R.E lessons can enhance the teaching of British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs.
- R.E lessons will support our school values.

### **Science**

Science is a fundamental part of everyday life and developing an understanding in this area is essential for the future of our world. At Grovelands school, we believe Science encourages children to ask questions and develop an appreciation of the world around them. Science at our school promotes investigation, questioning and hands on experiences led by children's curiosity. We believe that all pupils should be taught essential aspects of the knowledge, methods, processes and uses of Science, but to also have the freedom and confidence to take ownership of their learning. At the heart of this process will be Scientific Enquiry and the associated skills. Children will learn these skills progressively throughout their time at Grovelands. Children will be encouraged to lead their learning and present their findings in Science Journals – ultimately independently. We believe that journaling is an important skill for children, in order for them to process and present information in a way that is meaningful to them. At Grovelands School, we intend to provide all children regardless of ethnic origin, gender, class, aptitude or disability, with a broad and balanced science curriculum.

### **Assessment – See Assessment policy**

### **What must staff at Grovelands do to teach well and support learning?**

#### **Teachers will:**

- Know their children and differentiate teaching to meet each individual learning needs.
- Plan and assess what is taught and identify next steps in learning.
- Provide interesting and challenging lessons using the school **Progression of Skills documents for each subject and based on the whole school and year group curriculum overviews**; make learning opportunities relevant to the needs and interests of learners and plan opportunities for deeper learning and understanding.
- Motivate, inspire curiosity and promote a good attitude to encourage positive learning behaviours.
- Use effective marking and feedback to engage and extend learning -to include ways forward/now try this etc.
- Have high expectations for all learners and celebrate achievement with the child.
- Address underachievement and intervene promptly and robustly.
- Have strong subject knowledge and follow the school's policies at all times.
- Create a safe, secure and stimulating learning environment.
- Actively engage parents and carers in their children's learning in school and at home.

- Adapt questioning to test and challenge children's understanding and promote deeper thinking.
- Moderate children's work regularly with colleagues to ensure accuracy of making judgements.
- Engage in high quality CPD through a range of opportunities including staff meetings, twilights, courses at and beyond Grovelands and observing and sharing good practice.

**Support staff will:**

- Know the children 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 planning and providing inspiring lessons
- Communicate and feedback observations of children to teachers
- Ask questions to ensure clarity of expectation
- Support the teacher with preparing resources to support learning
- Have high expectations for all learners and celebrate achievement
- Demonstrate and model self as a learner

**Leaders will:**

- Model respect, consideration and kindness to all.
- Inspire all members of the learning community to achieve personal excellence.
- Celebrate achievement at all levels.
- Have high expectations for all staff and children.
- Provide support and guidance through coaching and mentoring.
- Hold staff and children to account for their behaviour and actions.
- Plan and evaluate policies and strategies to secure high quality learning.
- Manage resources to support high quality learning.
- Promote team working at all levels.
- Address underachievement and intervene promptly.

**Learners will:**

- Take responsibility for their own learning.
- Be able to work alone with confidence and independence.
- Be able to work co-operatively and support other learners.
- Respect the rights of others to learn.
- Put maximum effort into all work, staying focussed at all times.
- Know their targets and how to improve.
- Complete home learning activities regularly.
- Follow the school rules and behave responsibly towards self and others.
- Show enthusiasm and curiosity for ideas.

**Governors will:**

- Know the school well and understand the strategic overview of the school.
- Be known to and familiar to all staff and pupils.
- Attend meetings, monitor activities and special events.
- Monitor progress and standards of teaching and learning throughout the school.
- Observe and monitor the life of the school according to agreed protocols.
- Promote the school in the wider school community.
- Represent the school to outside agencies.
- Feedback observations in the appropriate forum.

- Provide positive role model as volunteers.
- Respect confidentiality.
- Support staff in providing a range of curricula and extra curricular activities.

**Supporting documents for this policy**

- Assessment policy
- Effective Feedback and Marking policy
- Behaviour policy
- Home School Agreement
- School Development Plan
- Display policy
- Equalities Policy
- Special Education Needs and Disabilities Policy
- Accessibility Policy
- Homework Expectations