

# John Keble Church of England Primary School



## Teaching and Learning Policy

Chair of Governors	Father Andrew Teather
Head teacher	Catherine Allard
Agreed at	Full Governing Board
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## **Introduction**

John Keble is an ethnically-diverse school where the staff know the worth of every individual and are committed to all children experiencing success given the right tools and support.. We believe that school should be an enjoyable and enriching experience. The curriculum is one of the means by which the school aims to achieve its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

### **1. Aims of this policy**

Our teaching and learning policy reflects the core purpose of the school. We aspire to raise the standards of achievement throughout the school and this policy aims to:

- Provide clear guidelines on our approach to teaching and learning including the following areas:
  - Values
  - Curriculum
  - Planning
  - Feedback
  - Assessment
  - Inclusion and differentiation
  - Home learning
  - Monitoring of teaching and learning
- Establish a consistent and coherent approach to teaching and learning
- Clearly set out how and when the areas listed above will be monitored and evaluated

See our EYFS policy for information on how teaching and learning takes place in our Early Years Phase (Nursery and Reception).

### **2. Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

### **3. Values**

3.1 Our school curriculum is underpinned by our school Christian values. We believe that:

1. Children are all unique and each has a right to learn and succeed
2. Children learn in a variety of ways and learning should be a rewarding and enjoyable experience
3. The spiritual and moral development of each person is important, as well as their intellectual and physical growth
4. Each child has particular self-perceptions as a learner which are affected by his/her relationships with carers, parents, peers and teachers. A positive self-image, founded in these relationships, needs fostering and developing
5. The quality of children's learning is affected by the physical environment and the provision and organisation of appropriate resources
6. Much of children's learning takes place outside of and beyond school
7. School should prepare children for life in the wider community

3.2 Considering the above, our curriculum aims to fulfil all the requirements of the National Curriculum and to:

1. Enable each child to be successful. We provide equal opportunities for all the children in our school
2. Adopt a variety of approaches and provide a broad, balanced and engaging education for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
3. Support pupils' spiritual, moral, social and cultural development, as well as their academic progress and physical development and health
4. Promote a positive attitude towards learning and value relationships and the importance of listening to what our children say. We respect each of them for who they are, treating them with fairness and honesty
5. Provide a stimulating, safe and well-organised learning environment. We give children access to appropriate resources and encourage children to look after the classrooms and school environment
6. Foster a strong partnership between home and school and teach children the skills they need to be successful life-long learners, for example by developing a growth mind-set, being creative and developing their ability to think critically. We teach children to manage their own time – to be on time for lessons and to use time in lessons to complete tasks set.
7. Promote British values through a comprehensive and unprejudiced curriculum and enable our children to be positive citizens in society
8. We see the process of education, teaching and learning, as being one where teamwork and partnership are key factors in ensuring effectiveness. We welcome, encourage and appreciate the involvement of parents, carers, the local community and governors. We seek to develop a sense of school community with good relationships, shared values and respect for individuals' rights and beliefs

## **4. Curriculum**

4.1 Our curriculum is all the planned activities that we, as a school, organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also home learning, and the range of extra-curricular activities and "childhood experiences" (such as trips, visitors) that the school plans in

order to enrich the learning experience for our pupils. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

4.2 We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and there is a clearly planned progression in all curriculum areas.

4.3 Our bespoke John Keble Non-Core Curriculum maps progressively the skills, vocabulary and key concepts to be mastered in each year group in history, geography, art science, computing and design and technology. We use whole-school termly themes with more specific study areas for each year group (e.g. Time Machine, a historically-focused school theme, with Year 5 studying The Greeks, Year 4 The Romans, etc). These themes facilitate and encourage conversations between children of different ages, as well as the sharing of learning in assemblies and involvement of families, thus helping children build on one another's learning. Cross-curricular teaching is used where appropriate and enables children to make links in their learning and secure their new knowledge, meaning there is both breadth and depth of study in all subject areas and at all ages.

4.4 All children have weekly lessons in Music and PE (& Spanish for KS2) taught by specialist teachers.

4.5 We explicitly plan for the teaching of vocabulary and links are made between reading/writing and the wider non-core curriculum where possible, meaning there is a focus on children's oracy development. Topic immersion means children can acquire new knowledge and vocabulary and apply these across a range of lessons in a term, supporting their transfer to long-term memory.

## **5. Planning**

5.1 We plan our curriculum in year groups. To ensure clear progression in learning, we use our bespoke John Keble schemes of work as the starting points for planning PSHE, writing, history, geography, art, design and technology, science, music, PE and Spanish. For maths we use the White Rose scheme of work and for reading we use Destination Reader from the end of year 2. There is also a broad whole-school overview setting out the curriculum areas to be covered by each year group in each term.

5.2 When planning lessons on a weekly (short-term) basis, teachers, supported by Phase Leaders (SLT), set out learning intentions and success criteria and identify which resources, teaching approaches and tasks will promote success for different groups of children in each lesson.

5.3 Timetables are drawn up at the start of the year which ensure each child receives a broad and balanced curriculum across the year. There is an expectation that reading, writing and maths are taught most days. "Topic lessons" are also taught most days and these may include science, humanities, art, design and technology or computing (including Digital Safety) depending on the week, topic and year group. PE is taught twice per week. RE, PSHE, handwriting, spelling and music are taught at least weekly. Spanish is also taught weekly for children in Key Stage 2.

## **6. Feedback**

6.1 At John Keble feedback is an essential element in furthering children's learning. It takes many forms.

6.2 Effective marking is done promptly and must be of relevance and value to the lesson's objective and success criteria. All feedback delivered closest to the point of action is most effective so pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

6.3 We use both written and verbal feedback, dojos, stickers and verbal praise to develop self-esteem and celebrate success, as well as to provide further challenge, support and steps for improvement.

6.4 We expect children to produce their best work and place great value on handwriting and presentation.

6.5 For consistency, all teacher marking is completed in green pen unless stated. Pupil response is completed in purple pen. Teachers are expected to model the school's handwriting policy in their written feedback. The lesson's learning should be written at the beginning of a piece of work in the form of a title and work should be dated.

6.7 Spelling errors of common words or key vocabulary are corrected across the curriculum as appropriate the child, their age and ability.

6.5 Feedback guidelines are used across years one to six for consistency. See appendix.

## **7. Assessment**

7.1 At John Keble we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We believe that assessment provides the basis of informed teaching by ensuring that teaching builds upon what has been learned. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **7.2 In-school formative assessment**

7.2.1 Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

7.2.2 Formative Assessment strategies used day-today at John Keble include:

- Self- and peer- evaluation
- Discussion and talk

- Marking of work
- Appropriate questioning techniques and reflecting on the quality of answers given by pupils in a lesson
- Observational assessment
- Using Target Tracker and subject Excel grids (devised by the school) to track which objectives each individual child has achieved in a particular subject
- “Start of unit assessments” in maths which are used to plan for that block of teaching
- Explorations of learning (for example KWL grids) in topic at the start of units

### 7.3 In-school summative assessment

#### 7.3.1 Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

7.3.2 We use Target Tracker to systematically record, track and analyse pupil progress and attainment across all age groups for core subject areas. Target Tracker splits each year group into a band, so Band 1 for example, contains all of the *content* known as ‘programmes of study’ (POS) for Year 1.

7.3.3 Each band is age-appropriate for one-year group. However, there may be some pupils, for example those with special needs or who are newer to the English curriculum, who will need to work outside of the age-appropriate band. E.g. A Year 5 child who is not working in line with the Year 5 programmes of study, might be working within Band 4 which relates to the expectations from the year below.

7.3.4 Target Tracker takes the end of year expectations for each ‘Band’ (Year Group) and splits them into three broad categories:

- **Beginning** - Pupil learning is chiefly focused on the criteria of the band. There may be minimal elements of the previous band still to gain complete confidence in. Pupils have a good understanding of up to around 40% of the descriptors in the programme of study for a particular year.
- **Working Within** - Pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.
- **Secure** - There may be pupil learning still focussed on *gaining thorough* mastery in some minimal elements but all of the broad expectations for the band (the ‘Key Performance Indicators’) have been met. Pupils that attain ‘Secure’ at the end of the academic year are achieving the National Standards expected for a child of their age.

7.3.5 As there are 6 half-terms in an academic year, the actual steps can be broken down into sub-sections (b, b+, w, w+, s, s+). Secure + indicates that a pupil is able to use and apply their knowledge and skills confidently to demonstrate broader and deeper learning (greater depth).

7.3.6 All children are assessed in reading, writing and maths five times a year. A range of evidence is used to inform this judgement. In Key Stage two this may include data from tests completed in class. SATs practice tests are used diagnostically once per half-term in pre-secondary (year six) to inform teaching and learning.

7.3.8 Attainment in other subjects is assessed regularly to identify whether a pupil is working towards the expected standard, at the expected standard or exceeding the standard for their age.

#### 7.4 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

#### 7.5 Collecting and using data

Using our formative and summative data, we track the progress of our children on year group matrices. Half termly, teachers meet with SLT for pupil standards meetings. Here every pupil's progress is discussed and barriers to learning identified and planned for. We also use the data to look at the quality and effectiveness of learning in each year group and subject, and to evaluate any changes we could make.

#### 7.6 Reporting to parents

7.6.1 Through our reporting mechanisms and parents' meetings, we provide parents with succinct, consistent information about the curriculum and their child's achievements in accordance with national requirements.

7.6.2 Annual reports are issued to parents at the end of the Summer Term. Each report provides parents/carers with an accurate appraisal of their child's efforts and achievement over the report period. Targets for improvement are given. For children at the end of Key Stages 1 & 2, additional information including details of SATs results will also be provided.

7.6.3 Parent Consultation Evenings are offered three times a year and provide an opportunity for teachers to inform parents about their child's progress. Staff are also available to discuss pupil progress at the request of parents by appointment.

## **8. Inclusion and differentiation (see also Inclusion Policy)**

8.1 We have the same high expectations of all pupils and the principles of this policy apply to all. Teachers will use appropriate assessment to set ambitious targets, differentiate lessons and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

8.2 Teachers will plan lessons so that all pupils can study every National Curriculum subject, wherever possible, and work hard to reduce barriers to every pupil achieving their potential. For pupils whose first language is not English, and in particular those who are very new to English, lessons will be planned so that teaching opportunities help pupils to develop their English, as well as to take part in all subjects.

8.3 For pupils working below the national expected level of attainment, our assessment arrangements consider progress relative to pupil starting points, and take this into account alongside the nature of any barriers to learning experienced by different pupils. We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence.

## **9. Home learning**

9.1 We take a consistent approach to home learning across the school and see it as a tool which can have the following purposes:

- Help to continue to raise standards of attainment and enjoyment of learning
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
- Provide opportunities for parents/carers, children and the school to work together in partnership in relation to children's learning
- Encourage pupils and their parents/carers to share and enjoy learning experiences
- Reinforce work covered in class by providing further practice opportunities for the individual pupil
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently
- To prepare Year 6 (pre-secondary) pupils for transfer to secondary school

9.2 Each half-term every year group creates a "Home learning grid". This includes twelve tasks covering different subject areas and providing a range of different learning opportunities. Children are invited to choose and complete one task per week and to hand this in to their teacher on a Friday. Additional challenge home learning may also be provided.



9.3 Teachers set home learning grid tasks which should be accessible to most children in their class. Where necessary they will discuss with children and/or parents/carers, any possible adaptations to the tasks which may be necessary due to particular barriers to learning (for example for those children with significant SEND or those who are very new to learning English). Additional open-ended challenge tasks will be set to stretch more able pupils. Parents are asked to let teachers know if children are experiencing difficulty.

9.4 Children are expected to read every night at home and record their ideas and comments in their reading diaries. The teachers check these weekly and begin to build a dialogue about their chosen book.

9.5 Weekly spelling lists are created using the national curriculum expectations for each year group and sent home. We use the strategy "Look, Say, Cover, Write and Check". Children are to practice their spelling rules daily and are tested weekly.

9.6 Children are given a times-table to practice according to their age and stage and are tested weekly.

9.7 Our school website provides links to further home learning opportunities for parents/carers to access if they wish.

9.8 All children have access to an online maths learning platform.

## **10. Monitoring of teaching and learning**

10.1 Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through different methods including school visits, meetings with JLT (Junior Leadership Team) and SLT/subject leaders.

10.2.1 Subject leaders, led by a Faculty Leader (Assistant Head), monitor coverage and quality of teaching and learning by meeting with staff and JLT, talking to children, visiting lessons, looking at work and reviewing data. They outline the priorities for the subject in the school improvement and development plan and will create and monitor an annual faculty improvement plan. The subject leaders meet with faculty leaders weekly to discuss progress of their subject and plan support and CPD for staff. Subject leaders work with the Senior Leadership Team (SLT) to challenge underperformance from pupils and staff and ensure that follow-up action is taken.

10.2.2 Subject and faculty leaders establish and act as a source of information for staff in relation to the subject and identify training opportunities for all members of staff. They are expected to keep up-to-date with the latest changes in legislation and guidance, and ensure that the school is fully compliant at all times. They manage the effective allocation of provision for the subject including working with the SENDCO in planning and delivering quality teaching to pupils with SEND. They ensure the subject is well-resourced and the resources are well-organised.

10.2.3 The Senior Leadership Team (SLT) are responsible for monitoring and improving the quality of the curriculum and teaching and learning across the school. They do this in a variety of ways including lesson observations, learning walks, speaking to children, focus groups, work

sampling, weekly planning in phases and weekly SLT meetings. Discussions about teaching and learning are a fortnightly focus of SLT meetings.

## **11. Roles and responsibilities**

11.1 We see the process of education, teaching and learning, as being one where teamwork and partnership are key factors in ensuring effectiveness. We welcome, encourage and appreciate the involvement of parents and governors. We seek to develop a sense of school community with good relationships, shared values and respect for individuals' rights and beliefs.

### **11.2 Governors**

Governors are responsible for:

- Monitoring the effectiveness of this policy and holding the head-teacher to account for its implementation
- Ensuring the school implements the relevant statutory assessment arrangements
- Ensuring a robust framework is in place for setting curriculum priorities and aspirational targets
- Ensuring enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Ensuring proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Participating actively in decision-making about the breadth and balance of the curriculum
- Fulfilling their role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **11.3 Head-teacher**

The head-teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEND
- Governors are provided with regular analysis of pupil progress and attainment, including trends over years, current standards and the progress of specific groups, and that key actions are priorities to address any underachievement

#### 11.4 SLT:

SLT are responsible for:

- Moderating, analysing and reporting on standards, attainment and progress in their team for SLT
- Highlighting areas of strength to celebrate and weakness to support
- Providing support for teachers in implementing this policy and holding teachers to account where necessary
- Planning strategically for future developments in the school and implementing the school vision
- Evaluating, co-ordinating and implementing the School Improvement Plan

#### 11.5 School staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy and that they active seeking professional development and support from leaders.

## **12. Monitoring and review of policy**

This policy will be reviewed every three years and reviewed by the Curriculum and Standards Committee.

## **13. Other policies:**

This policy links to the following policies and documents and should be read in conjunction with these:

- EYFS policy
- EVC/School visits policy
- Inclusion policy and information report
- Equalities Plan/Accessibility Plan
- Behaviour and Anti-Bullying Policy
- Child Protection and Safeguarding
- Performance Management Policy
- PSHE and SRE Policy
- Religious Education and Collective Worship Policy
- Staff handbook, Code of Conduct and Acceptable Use Policy

- For staff, subject expectations, marking guidelines, “Setting up a classroom” start of year guidance and “In year” expectations