


KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	Learning and Teaching	
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Updated By Who:	Wider Leadership Team	
Policy Originated from:	Kingsnorth Primary School	
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Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

Kingsnorth...the best days of OUR lives!

Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

Aiming high Academically, Spiritually, Socially and Emotionally

Challenging ourselves constantly to improve our learning

Helping each individual reach their potential

Inspiring others and being inspired

Encouraging risk taking

Valuing others and feeling valued

Enriching lives through our Christian Values to become future citizens of the world

Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



Aims and purposes

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to Learning and Teaching across our school, we aim:

- to provide consistency of learning and teaching across our school.
- to enable children to learn as efficiently as possible.
- to enable teachers to teach as effectively as possible.
- to give children the skills they require to become independent, lifelong learners.
- to provide an inclusive education.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to learning, where good practice is shared.

There is no single recipe for improving learning and teaching in a school. However this policy outlines some of the **key elements** which are fundamental to raising standards in learning and teaching.

Our approach to learning and teaching.

Our teaching is underpinned by the National Curriculum which has a focus on knowledge, skills and understanding to develop deeper thinking at a mastery level.

At Kingsnorth we believe that all our children can benefit from the methods and styles of teaching that stimulate and develop higher order thinking skills.

We aim to provide opportunities to:

Question and challenge

Explore ideas

problem solve

discuss and collaborate

reflect critically

make connections and see relationships

think imaginatively

In response to the raised National Curriculum expectations, the School has changed its approach to enable learners to develop deeper knowledge and skills.

The following subjects are taught in a discrete block (where appropriate) over a number of consecutive days:

Science, The Arts and Humanities.

English and Maths are taught daily; R.E. and P.E. are taught weekly. We believe that this approach enables clear progression of learning and a deep understanding of the subjects



taught. Additionally, pupils are able to implement feedback and changes both within and between lessons.

Key elements and principles of teaching and learning across our school.

All lessons across our school should include the following key elements to ensure high quality learning and teaching. Ongoing CPD is an integral part of staff training, ensuring a consistent approach across the school.

All lessons have clear learning objectives (LOs)/questions and success criteria

For Learning Objectives to be effective, teachers must:

- ✓ Make Learning Objectives/questions skills specific – know/be able to/understand
- ✓ Use child-friendly language
- ✓ Refer to them at appropriate points
- ✓ Children must know what they are learning and what is expected by the end of the lesson

Effective success criteria:

- ✓ Is shared or developed with the children
- ✓ The children are clear about how they will achieve the learning objective
- ✓ All children are clear about how they will achieve the learning objective
- ✓ Success criteria can be displayed for the children to follow during the lesson
- ✓ Children may use the success criteria to self-assess their own or other children's work
- ✓ Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action using the visualisers where appropriate

Please see the Early Years policy

All pupils are engaged in learning when:

- ✓ They are given opportunities to discuss ideas with partners and in groups (where appropriate) as talk is central to learning
- ✓ They are appropriately challenged
- ✓ They are resilient and demonstrate a growth mindset
- ✓ They are curious, interested learners
- ✓ They are eager to know how to improve by seeking immediate feedback
- ✓ Resources are used creatively as a way to enhance learning
- ✓ Effective, positive behaviour management is used. For further details, please refer to our Discipline and Behaviour Policy.

Teachers may use the following strategies:

- ✓ Short activities and tasks are set, taking into account attention span and ages of the children
- ✓ Learning and talk partners
- ✓ Use visuals, artefacts and auditory input
- ✓ Facilitator role
- ✓ RWI hand signals and other RWI strategies



- ✓ Effective deployment of adults has a positive impact on learning

Effective use of questioning:

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- ✓ Using open ended questions
- ✓ We have a 'No Hands Up approach' across the school to questioning
- ✓ Providing appropriate wait time - pupils need time to think through their answers before replying
- ✓ Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'
- ✓ Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils can then respond with '*We think that...*'
- ✓ Ensuring pupils fully understand the question
- ✓ Teachers are expected to prepare higher order questions during the planning process

Feedback:

- ✓ Responsive teaching has a direct impact on children's learning and progress
- ✓ All pupils are clear about how they need to improve and are expected to respond when appropriate

Expectations of TAs:

- ✓ Fully engage with pupils during lesson time
- ✓ Work proactively and collaboratively with the teachers
- ✓ Clear about *who* they are supporting and *why*
- ✓ Planning is shared with teaching assistants.
- ✓ Engage with the pupils in a way that does not distract others' learning.
- ✓ Actively encourage learners to be independent
- ✓ Model correct use of English and subject specific vocabulary
- ✓ Involved in assessing pupil's understanding and feeding back to the teacher
- ✓ Annotate in books to indicate support – see Feedback Policy

Learning environment:

- ✓ Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.
- ✓ Every class must have a working wall for English, Maths and RE. This should reflect the work currently being studied in each of the subjects. It should include:
 - Children's questions
 - Key vocabulary.
 - Visuals and artefacts to stimulate thinking.
- ✓ Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.



Appendix 1

Overview of the teaching of Reading, Writing and Maths at Kingsnorth Primary School

At Kingsnorth we expect literacy skills to be taught and applied across the curriculum in every lesson we teach. The amount of time specifically given to the teaching of English skills varies across the school:

Reception

- RWI* sessions daily (Autumn Term). RWI sessions 4 days per week plus one writing session (Spring Term onwards)
- Continuation of songs poetry rhymes and raps and story throughout the Reception Year.
- Fine motor skills practise session taught 3 times a week at the beginning of the year leading into Handwriting using Nelson Handwriting scheme when appropriate.
- Daily opportunities to read and write during child initiated time.

****Ruth Miskin Literacy (Read Write Inc)***

Year 1:

- RWI* sessions 4 days per week
- Weekly writing session
- Handwriting to be taught at least 3 times a week using Nelson Handwriting scheme.
- Daily reading (AR) sessions

****Ruth Miskin Literacy (Read Write Inc)***

Year 2

- RWI* sessions or English lessons in class daily
- Weekly writing sessions
- Spelling to be taught at least 3 times a week
- Handwriting to be taught at least 3 times a week using Nelson Handwriting scheme.
- Daily reading (AR) sessions

****Ruth Miskin Literacy (Read Write Inc)***

Year 3 - 4

- English lessons in class daily
- Fresh Start to be used as a specific literacy intervention
- Spelling to be taught at least 3 times a week
- Handwriting to be taught at least 3 times a week using Nelson Handwriting scheme.
- Daily reading (AR) sessions

Year 5 – 6

- English lessons in class daily
- Spelling to be taught at least 3 times a week
- Handwriting to be taught at least 3 times a week using Nelson Handwriting scheme.
- Daily reading (AR) sessions
- Reading skills lessons at least 3 times a week



Overview of the teaching of Mathematics at Kingsnorth Primary School

We have adopted - and continue to develop - the Mastery approach to teaching and learning Maths. This comprises the following elements:

- All pupils within a class move at broadly the same pace.
- Progress through fluency – reasoning – problem solving.
- Further support or practice at the initial stages is given.
- Carefully structured teaching, planned in small steps.
- Learning through concrete, pictorial and abstract (CPA) approach.

There is also an expectation that teachers incorporate opportunities several times a week for children to practise and develop their fluency skills. For example, number bonds, mental calculation, multiplication and division facts.

In the EYFS maths is taught in Reception as a whole class daily followed by guided maths sessions. Maths games are played weekly across the phase and there are mathematical opportunities offered daily throughout the learning environment, both inside and outdoors.

Assessment of Reading and Writing

Teachers monitor children's reading and writing skills as on-going basis and adjust the teaching to suit the learning of the pupils in their class. They use both formative and summative assessments to accurately evaluate the needs of the class.

Aquila grids outline the standards for each year group and enable teachers to support their assessment of children's writing and reading attainment. NFER assessments for writing, reading and spelling are taken 3 times a year. Teachers can use the results from these to support their judgments and address gaps in the children's learning. . In the EYFS children's literacy development is tracked every term with the use of 'Development Matters' as a tracking document.

Reading is continually assessed during AR reading sessions and using the AR quizzes and Star Tests. Teachers regularly monitor the books that children are choosing and reading but also regularly analyse the data sheets provided by AR to ensure that the correct and appropriate reading range is being used by children.

At the end of each term, children in Years 2 to 6 children undertake a spelling test and a writing assessment. The writing assessment provides an opportunity for children to demonstrate the skills they have learnt during the term.

Class teachers assess 6 children's books at writing moderation with other Aquila schools regularly (Year R-6). The focus of these moderations may include assessment of children on the borderline of age related expectations and greater depth, the variation within a standard and assessment of children at each standard. This will help to support teacher's judgement and enable class teachers to engage in professional discussion.

Assessment of Mathematics

Teachers make ongoing assessments of the children's learning informally through their marking and interactions with the pupils during lessons. Maths is more formally assessed every other term using the NFER tests. A gap analysis is completed for each class and this is used to inform



interventions and planning. In Years 2 and 6, pupil's complete previous SATs papers and SATs-style questions in preparation for the end of key stage assessments.

In the EYFS children's mathematical development is tracked every term with the use of Development Matters as a tracking document. As with other year groups, gap analysis informs future planning

For further information, see: Maths Policy, Literacy Policy, Early Years Policy, Feedback Marking Policy and Homework Policy for further information.

Appendix 2

Checklist of the Desirable Features in an Effective Learning Environment
Displays
Timetable displayed on a notice board/wall - Visual Timetable
Working Walls – English Maths and Science
Core Subjects Displays (especially writing) RE, ICT,
Prayer Space – Reflection opportunities
Pupils work on display – of a high standard – in classrooms and corridors
High quality displays - Displays not dog eared or tatty
- Well mounted, neat borders, a variety of presentations 2D/3D
Literacy/Numeracy prompts around the room
SPaG - VCOP display, inc. Connectives and Punctuation wall
Marking Policy clearly displayed
Motivational Labels e.g. thank you for keeping this area tidy (sink, coats)
Vocabulary for topic work attractively displayed
Evidence of Equal Opportunities in the range of children's work on display (gender, ethnicity)
Room Organisation
Clear organisation of space to support children's learning
Name and Class label on the door
Choices and Consequences board – not obstructed
Supply Teachers Guidance in a folder or on the teacher's notice board
Planning – Easily accessible
Termly/Weekly - Lit/Num plans in a file (RWI/L+L/AR?)
An inviting book/reading area – focal point
- Colourful, good variety of book displays that are labelled
ICT area
- Tidy, organised, evidence of being used
Class rules – Clearly displayed
- Expectations/statements about behaviour and conduct
Clearly labelled materials and resources
- Trays that are accessible and encourage independence
Dictionaries and thesaurus accessible
Books and resources tidy and well presented
Housekeeping
Classroom is tidy and ordered
Teacher's desk/table tidy
Access to water for drinking – children's own water bottles



Tidy trays/workbook book storage
Floor and surfaces free from “junk piles”, pencils and debris
Pencils are sharpened and ready
- An attractive range of writing/presentation tools
Teacher’s own resources stored tidily/hidden away if too much
Targets
The LO or Question for each session made clear to the children
Next steps for children’s learning evident with impact of verbal feedback
Evidence of children’s self-evaluation of their learning
Books
Pupil’s books well-presented inside and out (absence of doodling)
Date always on each piece of work as per presentation policy
General Comments:
* The highlighted area(s) are the ones to focus on next