



Teaching and Learning Policy

Revised September 2015

Signed: R.V. Thompson

The Aims of King's School

We aim to help children realize their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness. We encourage children, whilst being individuals, to respect themselves as well as the rights, views and property of others. We seek to help children develop a responsible and independent attitude towards their work.

Ethos

King's School is a school with a strong Christian ethos. This is in evidence within our philosophy and in the daily life of the school. Throughout school we endeavour to foster a spirit of co-operation and mutual respect while encouraging individuals to fulfil their potential and feel that their unique contribution is valued.

Class numbers are carefully considered in order to provide the support and attention that each child requires; this helps particularly when laying down the foundations in the core subjects. Our objective is to develop the highest standards of self-discipline and behaviour within a supportive environment. It is our belief that children experience a greater security within a well-disciplined structure.

Safeguarding children

During the teaching day at King's School, effective measures are taken to promote the welfare of children and keep them safe. We meet their varying needs through effective planning and a range of appropriate teaching strategies. Communication with other members of staff and parents is key to ensuring that children reach their full potential and are not at risk from any outside influences that might affect their learning and general well being.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy (see school policy folders), all children at King's School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

Classroom Management and Organisation:

Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest etc)
- One to one teaching
- 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 skills, concepts and knowledge.

Teaching assistants and external agencies will be employed / liaised with to support children with Special Educational Needs, as outlined on their Individual Education Plans.

Behaviour Management

The School's policies for equal opportunities, behaviour and race equality are an integral part of the planned teaching in the school and are promoted by all staff. The class teacher will establish a class code of conduct at the beginning of the academic year and high standards of behaviour will be expected in all classes at all times. Children will be encouraged to build positive attitudes to school and learning through the use of positive reinforcement, praise and rewards.

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- All staff and pupils will endeavour to maintain a tidy, clean and attractive environment.
- The resources in each area will be grouped logically (with pupil accessibility in mind) and will be clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive.
- Children's work will be displayed and valued. Display will also be seen as a teaching resource and will be used to contribute to the classroom as a learning environment. (See Display Policy)

- In Reception class and the Foundation Stage areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play, generating different forms of language and social interaction, which will contribute to learning in a purposeful manner.
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Safety will be promoted by all staff, who will follow the guidelines in the individual subject related policies, as well as the 'Health and Safety Policy' and agreed 'King's School Risk Assessments'.

Resources

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Co-ordinator. Centrally stored consumables will be replenished as necessary by the Co-ordinator. Particular consumables used by only one year group will be ordered by staff in that year group. Staff will contact Curriculum Co-ordinators with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Planning

Planning will take place each term, with reference to the National Curriculum, Desirable Learning Outcomes and the Schemes of Work produced by the School and/or DfES/QCA.

The agreed Planning documents will be submitted to the Head Teacher each term to be monitored. Teachers will liaise with support staff to ensure they are informed.

Planning is objective led and the lesson objective will be shared with the children at the start of each lesson. The school also considers it is good practice that children are informed about the success criteria for each lesson so that they know how to be successful in the lesson and what the teacher is looking for when he/she assesses their progress. For younger children this is not always written but is made clear to the children in other ways e.g. verbally. In the Reception class, there are plenty of opportunities for explorative play and child-led learning.

Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Children's interests

Differentiated tasks will be detailed in the teachers' planning. Children with special needs are planned for in the context of the targets and information contained in their Individual Education Plans. Extension tasks will be included where appropriate to develop the knowledge and skills – with a particular focus on developing the more able pupils. (Where a second activity is consolidating knowledge and skills already encountered in the main task, this will be referred to in planning as a 'reinforcement' rather than 'extension'.)

Learning Styles

Children learn in a variety of different ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. Howard Gardiner (psychologist) identifies seven main areas of intelligence. These are taken into account when planning learning experiences:

- Linguistic
- Logical / mathematical
- Visual / spatial
- Kinaesthetic
- Musical
- Interpersonal group working
- Interpersonal / reflective

We offer opportunities for children to learn in different ways. These include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult
- Whole class
- Independent learning

Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provision of an integrated Foundation Stage curriculum both inside and outside the Reception and FS2 classrooms.
- The development of close links between the Foundation Stage and nurseries.

- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between each school year group.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Thought showering
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual needs
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success
- Using a range of communication strategies ~ verbal and non-verbal
- Using ICT
- Specialist teaching in French, Music, Swimming, Short Tennis, Dance and ICT
- Using fieldwork and educational visits/visitors
- Using investigative and problem solving processes
- Using drama, debates and presentations
- Using physical / creative activities
- Practical and written

Teachers will use a range of strategies in any one session although the emphasis will be on approaches that engage the learner and allow them to participate actively in lessons.

Activities will show a balance in terms of individual, group and whole class work as appropriate. Teachers will design the structure of lessons with reference to the needs of the pupils, learning objective and activities to be undertaken.

The Role of Parents

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Ensuring that they promote a positive attitude towards school and learning.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Open Evenings and other meetings.

- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the terms of the 'Home School Agreement'.
- Agreeing to, and supporting, the school's homework policy.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities eg visitors to school, concerts, fairs.
- Contributing to a child's 'learning journey' in the Reception class and Foundation Stage.

The Role of The Community

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events and projects
- Voluntarily helping in the classroom.

The Role of The School

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able and welcoming parents as helpers / visitors in school.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Communicating regularly with parents so they are appropriately informed about what children are learning and approaches and strategies being used.
- Supporting parents appropriately in helping children to complete homework tasks.
- Meeting with parents of those children with an Individual Educational Plan. (IEPs reviewed each term and discussed at parents' evenings.
- Giving reasonable / appropriate access to teaching staff as part of the 'Open Door' approach so that parents are able to approach school easily when they have a question or concern or are in need of support.

- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.
- We believe that improving young people's skills will be vital to the UK and its people in the years ahead.
- The school promotes the aims of the Every Child Matters Agenda, which is to help all children to be healthy, happy, safe and successful by: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Marking

Our marking policy has been updated and amended in accordance with the AFL guidelines. Please see our marking policy for more details.

Assessment

Due to changes in the National Curriculum, we are currently developing a bespoke Assessment Policy due to levels now not being appropriate – September 2015

Target Setting and Pupil Progress

Teaching will be characterised by high expectations and striving for the highest possible standards. Pupils will be set English and Maths targets. Pupils will be involved in discussions concerning their targets. They will be reviewed and shared with parents at parent teacher consultation evenings as well as in the annual written report.

Children's progress will be reported to parents at the three termly consultation meetings each year and in the annual written report in the summer term.

Monitoring and evaluation:

- Teachers review and evaluate their teaching and record observations in their planners. These are used to inform future planning.
- Feedback from monitoring activities will be given to individuals or groups as appropriate and whole school issues / findings will be communicated to the whole staff.

Assessment for Learning Strategies

Planning

- Planning should seek to be flexible wherever possible using teacher evaluations of lessons to inform planning for the next day.
- Planning grids should be used as an over view for each half term and a topic web should be produced for each term/topic. This should include creative writing, history, geography, art and design and technology.

Other subjects can be planned as stand alone subjects unless they fit into the topic being taught.

- Each teacher should use their planners for more detailed planning, including learning intentions. They should also include annotations, highlighting children who need extra support in the next lesson or require extension work. The pupil records/class lists in the back of the planners can be used to record whether the children have understood the learning intentions at the end of each topic (for Maths) or task (for English).
- These planners are an essential assessment document and should be used effectively.

Learning intention/success criteria

- Learning intentions should be made clear to the children at the beginning of every maths and English lesson. They must be written on the board and children may find it beneficial to also write them on their individual pieces of work in order that both teacher and child can assess the work at the end of each session.
- Children must know what they are going to learn and why they are going to learn it as this is vital in enabling peer and self evaluation.
- In order for the children to achieve their learning intention, the teacher must give them clear success criteria. The teacher will provide examples of how the criteria can be met.
- Written assessments will take place each half term where the children will be expected to write independently. They will then be assessed to see if they have fulfilled the learning intention. These pieces of work will be placed in an ongoing book which shows the progression of the child throughout their school career.

Pupil and Self Evaluation

- Children are trained to evaluate their own and their peers' achievements against the learning intentions and success criteria. This fosters a sense of ownership and the realisation that they have an active and integral role in their own learning. This can have hugely positive effects on their progress as they know exactly what is being asked of them, where they have succeeded, where they may need to improve, and the next steps for them to take.
- Dependent on the activity and the age of the children, a range of strategies and techniques can be employed:-

1. Talking partners.
Children are either given or choose a partner to discuss an issue/topic decided by the teacher. This encourages all to be active in the lesson, discourages the over-use and often unnecessary insistence of 'hands-up'; therefore allowing more reticent children to realise that they do have something to contribute.
2. Thumbs up.
Throughout the lesson, particularly during the plenary, children may be asked if they have understood a particular concept or if they have met the lesson's learning intention.
Thumb up = I think I have achieved the lesson objective
Thumb down = I haven't achieved the lesson objective yet
Thumb to one side = I'm not sure if I have achieved the lesson objective fully
3. Alfie stamps.
At the end of a piece of work or perhaps at the end of a teaching session, children stamp their work with an outline of a face.
Children then draw in:
Smiley face = Easy peasy, lemon squeezy
Sad face = Uh oh! I need a bit of help, please!
Straight line = OK, I think! Please will you check!

Posters to remind the children of the symbols are clearly displayed in each classroom.
4. Use of individual whiteboards.
These can be used to great effect to ascertain what a specific child is able to do or what they have understood at any point during the lesson. This enables the teacher to direct questions or tasks at individuals, but the biggest advantage of whiteboards is that mistakes can then be erased, allowing the child a sense of beginning again. No-one needs to see the whiteboard except for the pupil and the teacher as they are pointed directly to the front of the class.
5. Use of post-it notes
During writing sessions, children are asked to swap drafting books with another child. After reading it thoroughly, possibly more than once, each child writes on a post-it note saying the strengths of the piece and what could make it even better, if anything. This can happen several times before returning it to the owner who reads the comments then makes the necessary adjustments.
Children relish this opportunity to be involved in the learning and drafting process. Conversations between pupils can be enlightening and hugely rewarding both for the child and the teacher.

A policy of at least two people must have read it before the teacher ensures that children do not become over reliant on the teacher but are being encouraged to check through their own work.

6. Reading out children's work.

At opportune moments throughout a lesson, children enjoy having their work read out in front of the class. Others are then encouraged to discuss this work and say what they particularly liked about it and why. Again, suggestions maybe made on how it may be improved. Children tend to take this responsibility very seriously but it does need close monitoring by the teacher.

7. Putting work onto the interactive whiteboard.

With the use of a scanner, children's work can be shown on the interactive whiteboard. Similar to the above, the work can be discussed, focusing on strengths and areas for improvement.

8. Writing pyramids are on display in most classrooms as an aid to develop children's written ability. The children are encouraged to look at these pyramids for help with such areas as punctuation, sentence openers and connectives. Each tier of the pyramid becomes progressively more difficult so the children are challenged to reach as high a tier as possible.

9. Questioning. This is a section in its own right as it is SO important when evaluating children's learning.

Questioning

- Open ended questions should be the most often used method of questioning as it gets rid of unnecessary hands up and encourages children to think for themselves. Children can have a tendency to shy away from answering if they think that there is a definite right or wrong answer.
Teachers should not be afraid of the 'out of the box' answer that challenges both them and the children. It may be hugely beneficial to all to pursue this line of thinking or perhaps to shelve it at the time but refer to it at a later date.
- Providing more open ended, problem solving tasks encourages risk taking and develops greater independence.
- Children should be expected to justify their answers; this gets away from the traditional yes/no answer. This is highly effective in maths as children have to explain their thinking which not only helps cement their understanding but serves to help those who may be finding a particular concept difficult.

- Teachers need to have high but realistic expectations of their pupils; the right level of challenge is crucial.
- This can be an excellent use of talking partners as it gives time to discuss open-ended questions.

Examples of questions may be:

- What did you find easy about...?
- What did you find difficult and what helped you move out of it?
- What do you need more help with?
- What are you most pleased with? Why?
- How did you get to that answer?
- Why did you make that choice?
- How do you know?
- What more would you like to know?

Marking

Marking serves as a tool for assessing individual and school performance. Marking should inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/success criteria in the lesson whenever appropriate.

Feedback on children's work at Key Stage 1 is mainly oral, and as far as possible, immediate, as younger children may not go back to their work later to see what has been written. In Key Stage 2 feedback is predominantly written but still, as frequently as is possible, marking is done with the pupil present. Across both Key stages marking is linked to encouragements such as smileys drawn on work or stickers and sticker charts.

The main purpose in marking work is to reflect back to a child the following about their work:

- to identify to children that their work is valued
- to encourage them to take pride in their achievements and develop a desire to improve
- to give an understanding of where they have succeeded
- to give an understanding of what needs to be corrected or improved
- to inform as to whether the learning intention of the piece of work was met

It is also one of the methods teachers use to track and record a child's progress and so may not be addressed to the child

- to note whether work was completed independently or scribed, supported, drafted

- to mark attainment of a key concept or learning intention
- to use to inform planning of further teaching points or if reinforcement is required
- To aid teacher assessment

At Key Stage 2, drafting books play an important role. They encourage independence, self appraisal, refinement and lead to a high quality finished piece of work.

Children are to respond to the comments made by staff in their books. As a result, they are given set lesson time to read these comments and are encouraged to discuss these with their class teacher or talking partner.

At the end of each term, children are set individual and class targets in maths and English. For English, these are gathered from their unaided writing. Targets for mathematics are taken from the National Curriculum Attainment targets as per programmes of study for each specific year group.

Target Setting

Targets in English

- In each classroom, 'Steps to success' are clearly visible. These relate to the National Curriculum levels suitable for the particular age group. This will probably span three levels to allow for all abilities.
- At the end of every half-term, children will undertake a piece of unaided writing where they will be assessed on their ability to write in a given genre but also on how well they have met their previous targets. If these have been met, new ones will be set according to the areas needing improvement which have arisen from the written work. If they still remain unmet, the child will maintain the same targets.
- Targets are taken from the National Curriculum level descriptors for writing. Children must have firmly exhibited a statement through their writing on at least three occasions before it can be claimed that the child has fully completed it.
- Children are encouraged to be fully involved in this process as they have the opportunity to discuss the targets and, on occasions, pick their own targets from a given list. The descriptors are arranged in order of difficulty so children may wish to set themselves challenges higher up the list. This should be at the teacher's discretion.
- Each child will be given a laminated copy of their targets which they will store in their school trays so that they will have ready access to them at any point during the day.
- The class teacher will have a copy of every child's targets so that they can easily assess how much progress has been made from one term to another.
- These targets will be passed on throughout the child's time at King's School as this serves as an ongoing assessment tool of the child's progress.

Targets in Maths

- At the end of each half-term, children throughout the school will undertake a Rising Stars maths test.
- Areas for improvement or for greater consolidation will arise from these tests leading to individual targets given to each child.
- These targets are then placed in front of the child's maths book so that they can be referred to at any time.
- These will be assessed throughout the half-term, then reassessed at the next Rising Stars maths test.