



SANDHURST
— PRIMARY SCHOOL —

Learning and Teaching

Introduction

'Tell me and I forget
Show me and I remember
Involve me and I understand'
'Step back and I will act'
Chinese Proverb

'We are currently preparing children for jobs and technologies that don't yet exist ...in order to solve problems we don't even know exist yet'- Karl Fisch.

Effective schools are learning organisations where everyone is improving and extending their learning skills. The single most important resource any pupil can have is their teacher. Excellent teaching will stay with the individual throughout his/her life because it has such an impact on the learning process. As Alexander states: "Good teaching makes a difference, excellent teaching transforms lives" (Alexander 2010).

Good teaching generates effective learning. Our Teaching and Learning Policy seeks to influence and improve the craft of teaching by increasing its impact on every curriculum policy and behavioural procedure already in place. This policy will ensure children receive a consistent and inclusive entitlement and influence how the curriculum is taught. It outlines the good practice expected of all staff but it is not a definitive or static statement on all pedagogy. The policy itself seeks to encourage frequent professional debate and discussion among staff and personal reflection by individuals about their own strategies and teaching styles.

At Sandhurst Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences provided both inside and outside the classroom, help children to lead happy and rewarding lives.

Our Vision

Sandhurst Primary School will provide a happy, caring and stimulating environment in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world, in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

Our Beliefs

As a school we believe that:

- Children learn well and develop as individuals when they feel safe, secure and happy
- All children can succeed regardless of their starting point, individual educational needs or special needs
- High expectations from the school inspire high aspirations in the child
- A high quality approach to teaching and learning is a pre-requisite for children to succeed
- Recognising, rewarding and celebrating achievement is crucial to building good self-esteem
- Providing extended-curriculum learning opportunities helps to increase self-confidence
- Partnership with parents is vital to developing the child as an individual, raising attainment and improving children's "life chances."

We will work these beliefs together by:

- providing a safe, secure and stimulating environment in which everyone is aware of behavioural expectations;
- valuing each child as an individual and respecting their individual rights, values and beliefs, and expecting the most of them;
- careful planning and assessment in order to maintain high standards and enhance the children's personal development;
- fostering good relationships and a sense of belonging to the school community;
- working as a team supporting and encouraging one another;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures.

Effective learning

Successful learning does not happen in isolation but is a continuous process consisting of many influences and experiences in and beyond school. We believe that it is the quality, variety and effectiveness of these experiences that maximise a child's learning potential. We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

At Sandhurst Primary School, we believe that children will learn successfully when:

- they have a positive image of themselves;
- they feel secure and involved in their learning;
- they have high expectations of what they can achieve;
- they have equality of opportunity to gain full access to the curriculum;
- their emotional, physical and learning needs are considered;
- tasks are matched to their needs, age and abilities;
- they understand the nature and relevance of the task and what is required of them;
- there is a calm but busy working environment with well-established routines;
- they receive appropriate and sufficient praise and encouragement;
- their views are sought and respected, and there is mutual respect between child and teacher;
- they have an opportunity to explore a range of materials and develop new skills;

- they are given opportunities to extend and apply their skills and knowledge through problem solving and real life experiences;
- their learning experiences build on prior knowledge and skills;
- they are able to develop personal and social skills both through their learning and in co-operation with others; and
- they are encouraged to take risks where appropriate and learn from their mistakes.

We offer opportunities for children to learn in different ways.

These include:

Investigation and problem solving to provide breadth and depth and give the pupils scope to be independent;
 Research and finding out;
 Group work;
 Pair work;
 Whole-class work;
 Asking and answering questions;
 Modelling, instructing and explaining by either child or teacher;
 Use of computers and tablets;
 Fieldwork, visits and residential to places of educational interest;
 Creative and cross-curricular activities;
 Using interactive online resources.
 Debates, role-plays and oral presentations;
 Designing and making things;
 Outdoor learning
 Forest school
 Participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Opportunities for cross curricular learning, and the use of information technology is sought whenever useful and possible.

Effective teaching

When teaching we focus on motivating the children in a fun and innovative way, building on their skills, knowledge and understanding of the curriculum. Class teachers follow a set of non-negotiable values which provide guidance to promote effective teaching. We believe that all lessons should be:

Challenging
 Collaborative
 Engaging
 Meaningful
 Progressive
 A4L

We use a skills and cross-curricular topic based curriculum to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our teaching on our knowledge of the children's interests and their level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. **We have high expectations of all children, and we believe that their work here at Sandhurst Primary School should be of the highest possible standard.**

Targets, Assessment and Planning

We set academic targets for the children in each academic year and we share these targets with children and their parents termly. We review the progress of each child on a regular basis and a written record of achievement is sent home once a year.

We plan our lessons with clear Learning targets and specific success criteria. We take these objectives from the new National Curriculum produced in 2014. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate all lessons so that we can modify and improve our teaching in the future. Assessment for learning and marking for improvement opportunities are sought during all lessons. We use Assessment for Learning; highlighting achievements and next steps in line with the Marking Policy. Achievements will be highlighted in 'green for growth', teachers are to comment on why these have been highlighted. The next step will be highlighted in a 'pink for think' bubble, the next step may include a further challenging question where the child needs to apply the skills learnt, a question/calculation for the child to check/correct or even a further question to extend their thinking.

Presentation

We encourage children to take pride in their work and so to that end we provide the children with new books at the start of each academic year. Each book should display the school's agreed book template.

Every new piece of work should have:

- Children should be encouraged at all times to write neatly and present their work clearly to the best possible standard taking pride in their work;
- A cursive handwriting style is expected;
- The date written in full on the top line from the left hand margin and it should always be underlined. We use the short date for all subjects except English when the long date is used.
- The Learning target should then be written on the next line, starting at the left hand margin (this may be stuck in for younger children). This should be underlined.
- Any drawings to go alongside work should be drawn in pencil and if needed coloured using pencil colours, felt tips must not be used.
- If a child makes a mistake in their work, they should either rub it out carefully or simply put a line through the mistake with a pencil and ruler.
- Children are not permitted to draw/scribble on the front or back of their books under any circumstances.
- Children in Year 5 and 6 have the opportunity to write in washable blue ink fountain or handwriting pen. This work should be clear and precise. During the course of the year, children in Year 3 and 4 will have the opportunity to write in pen if they have demonstrated a high standard of work and earn a pen licence. All diagrams, drawings and lines must be in pencil. Tippex and 'Inky Stinky Pens' are not permitted.
- During the lessons, children are also given opportunities to use brain gym exercises to revive their thinking styles as well as times for mindfulness.
- A 'mile a day' is undertaken in all year groups on a daily basis to encourage healthy bodies and healthy minds.
- All pupils have access to fresh water in the classrooms and they are encouraged to take regular 'water breaks' for refreshment.

This guidance should be regularly shared with the children.

Planning for the Foundation Stage

The curriculum that we teach in the Foundation Class meets the requirements set out in the 'Statutory Framework for the Early Years Foundation Stage'. The principles which guide our work are grouped into four themes. A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. These four guiding themes work together to underpin effective practice in the delivery of the EYFS so that:

It builds on what our children already know and can do;
It ensures that no child is excluded or disadvantaged;
It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
It provides a rich and stimulating environment.

Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences as set out in the Early Years Policy. Play underpins the delivery of all of the EYFS and therefore daily observations of children inform our future planning, taking account of their needs and interests. This includes ensuring children have opportunities for 'playing and exploring', 'active learning' and 'creating and thinking critically'. The Foundation Stage Curriculum is organised into seven areas of learning with a balance of child initiated and adult led play based activities. Three of the areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These three areas are called the 'Prime' areas and are:

Communication and Language,
Physical Development
Personal and Social Development

Children are also supported in the four other specific areas, through which the three prime areas are strengthened and applied. These are:

Literacy
Mathematics
Understanding the World
Expressive arts and Design.

For further details please see the Foundation Stage Policy.

Medium and Long Term Planning

All medium and long term planning have been updated to reflect the new national curriculum and class teachers/subject co-ordinators should ensure that the coverage is as expected and uploaded on the school portal ready for the start of the new academic year or new term.

Termly topic plans should be written in the agreed format and published on the school website. They should encompass our creative curriculum and include provision for outdoor learning.

Weekly Plans

- Weekly Planning is expected and 'This Weeks Learning' overview must be loaded on to the website for the beginning of each week
- Knowledge gathered from previous learning
- Identify focus groups and who is working with the group. (*CT and TA should rotate*)
- Clear Learning targets

- Approximate timings for aspects of the lesson
- Activities designed to meet the LO
- Success Criteria
- Subject specific vocabulary to be used
- Special resources
- Indications of differentiation
- Assessment details for individuals, groups or whole class *post it notes*
- Marking for Improvement using pink and green.
- Opportunities for outdoor learning

Preparation of the classroom

The room should be ready for the children to start as soon as they enter with all the resources available. This includes: -

- Moving furniture into an appropriate arrangement
- Placing sufficient resources in accessible places;
- Prepare work on the Interactive Whiteboard and consider the use of ICT;
- Sorting exercise books into differentiated group piles;
- Photocopying appropriate resources, planned to extend pupils' learning;
- Regular liaison takes place between the CT and TA. Daily planning identifies where the TA is to be working and TAs are given a copy of the lesson plans.

Introduction

- Use the 5 R's Rehearse, Revisit, Recap, Read and Reason.
- Make the Learning target and the success criteria clear to the children; it should also be written on the whiteboard in child friendly language.
- Maintain a brisk pace
- Provide a range of collaborative oral and mental activities
- Prepare a good range of open and closed questions
- Have strategies for ensuring all children participate fully. This includes catering for different learning styles and abilities.

Main teaching activity

- Ensure that every lesson contains new learning.
- Use and apply concepts and skills.
- Maintain pace by ensuring all children are motivated and on task.
- Give children clear expectations of output and how long they have to complete the task.
- Children will either work independently or in small groups with the teacher focused on one group.
- Opportunities are provided for the children to take part in 'outdoor learning' on a regular basis.
- The TA timetabled to another group and the remaining groups working independently as far as possible.

Plenary session

- Mini plenaries should also be encouraged throughout the lessons to offer further guidance, extension or rectify misconceptions.
- Final plenary sessions could look at what has been taught and what has been learned.
- Children will share their learning with the class, both their successes and their problems.
- The plenary should give opportunities for further extension and/or application of learning.
- Where appropriate give Home Learning tasks to extend, enrich and consolidate learning.

After the lesson

- All work not seen during the lesson should be marked afterwards; following the school's marking policy and the assessment for learning guidance.
- Work should be assessed as part of the planning cycle for the next lesson.
- Re-sort groupings if necessary.
- Evaluate the level at which the work was pitched.

Provision of Home Learning

From September 2016 Home Learning activities will follow the programme below:

	Daily	Weekly
Foundation Stage	Daily reading	Occasional tasks relevant to current learning in class.
Year 1	Daily reading	Weekly Spellings Fortnightly Mathematics activities
Year 2	Daily reading	Weekly Spellings Fortnightly Mathematics Activities Weekly topic activities
Year 3	Daily reading	Weekly Spellings Weekly Topic Activity Fortnightly Mathematics
Year 4	Daily reading	Weekly Spellings Weekly Topic Activity Fortnightly Mathematics
Year 5	Daily reading	Weekly Spellings Weekly Topic Activity Fortnightly Mathematics
Year 6	Daily reading	Weekly Spellings Weekly Topic Activity Fortnightly Mathematics

Children will receive their home learning tasks weekly on a day agreed by their class teacher. The completed tasks should be returned to school the following week.

Parents have been provided with the following guidance regarding homework:

“The homework is designed to provide a wealth of opportunities for pupils to extend their learning cognitively and creatively at home. We are keen to ensure that homework is a purposeful and enjoyable experience; not one which becomes onerous for both the child and parents. Below are some guidelines for parents to clarify the arrangements.

- 1. There are enough topic tasks for your child to complete one per week. However, if you feel that a task requires more than one week to complete, it is perfectly acceptable to complete one topic activity per fortnight.*
- 2. If you have more than one child in the same Key Stage, we would welcome one piece of topic homework which has been jointly completed.*
- 3. Mathematics tasks are set and due fortnightly.*
- 4. Please feel free to adapt a topic task if need be, these are open to interpretation. The aim of the topic homework is to enhance your child's knowledge about that subject to support their learning in school.*
- 5. Lunchtime homework clubs are available to support children with completion of their homework.*

Whilst homework is not compulsory, we really appreciate your efforts to support this. Please do not hesitate at to speak to your teacher if you have any further queries.”

The DFE recommended time for children to spend on Home Learning is as follows:

Year R	(10 minutes per day)
Years 1 and 2	Up to 1 hour a week (in total)
Years 3 and 4	Up to 1½ hours a week
Years 5 and 6	Up to 2½ hours a week

Any difficulties with homework should be discussed with the class teacher. Children should not exceed the expected completion times by more than a few minutes.

Role of the Teaching Assistant:

All our teaching assistants and other adult helpers have a wide range of skills which are used as effectively as possible to enhance the learning and enjoyment of the children. Occasionally Teaching Assistants cover lessons which have been planned by the class teacher. Our adult helpers also assist with the preparation and storage of classroom equipment.

To support teaching, we expect Teaching Assistants to:

- Be prepared to contribute to the creation and delivery of the provision map
- Be prepared to contribute ideas when planning with the Class Teacher;
- Be aware of Learning target and what role they will play in each lesson;
- Be prepared to work with class, group or individual children as directed by CT;
- Be willing to prepare resources needed for lessons;
- Make observations (written or informal) that will inform Class Teacher of needs and progress of children;
- Give feedback to pupils that they have worked with within a lesson.
- Support the Class Teacher in his/her role.

The Learning Environment

A classroom which enhances and promotes good teaching and high quality learning needs to be managed. The class teacher is the manager, and the responsibility for all aspects of classroom management rests squarely with the teacher.

The teacher should be proud of their classroom and ensure that it is an attractive and purposeful learning environment at all times. All surfaces should have a purpose! Displays should be changed at least once a term, to ensure that the classroom reflects the topics studied by the children. All children should have the opportunity to celebrate their achievements by the teacher displaying their work throughout the year and also by displaying excellent work around the school to reflect high expectations. We believe that a stimulating environment sets the climate for effective learning, and an exciting classroom promotes independence and high-quality work by the children.

Every classroom is equipped with a wide range of resources covering all curriculum areas. Learning is supported and enriched through the use of individual laptops and ipads. All classes use the interactive whiteboard daily to enhance teaching and learning.

Formal Lesson Observations

As part of the performance management cycle, teaching and learning will be observed throughout the year. The Headteacher will carry out regular observations during the year. The amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. In addition to formal observation the Headteacher and other leaders may 'drop in' in order to evaluate the standards of teaching and learning and to check the high standards of professional performance are established and maintained. Teacher pairs may also work together to plan and observe lessons. It is expected that all teaching is 'Good' or better and where possible outstanding. Judgements will be raised on monitoring a range of evidence, to include observations, data and work scrutiny.

Where teachers are judged as 'requires improvement', teachers will agree steps for improvement and extra support will be given. For further information please see the Appraisal and Capability policy.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Teachers take responsibility for their own CPD and should use CPD online to search for relevant course/training identified through their Performance Management or linked to the School Improvement Plan. All training courses must be approved by the Headteacher and once they have been confirmed details should be forwarded to the school office.

Safety and Behaviour

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children class and school rules. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our 'Good to Be Green, Even better to Be Gold' school behaviour policy using our Sandhurst Stars. We conduct all our teaching in an atmosphere of trust and respect for all.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first complete a risk assessment which is signed by the Educational Visits Co-ordinator, then inform parents and obtain their permission.

Roles and Responsibilities

The role of Parents

We believe that parents have a fundamental role to play in helping children to learn.

We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies.
- Sending targets home regularly.
- Meeting parents and sharing reports in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with home learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Provide a suitable setting and adequate time and support for home learning to take place.

The role of Children

Children will be encouraged to be increasingly responsible for completion of home learning as they get older by being well organised, and prompt in the return of completed tasks. They will also be expected take pride in a high standard of content and presentation, and make full use of all available opportunities open to them.

- Have high expectations in all aspects of school life;
- Attending school regularly and punctually;
- Being punctual throughout the day and ready to begin lessons on time;
- Being organised, bringing necessary kit, taking letters home promptly, returning homework and books;
- Conducting themselves in an orderly manner in line with the school's behaviour policy;
- Working co-operatively in pairs or groups;
- Developing their skills of working independently and collaboratively;
- Valuing other children's work and opinions;
- Taking a growing responsibility for their actions and their own learning, including understanding how well they are doing and how they can improve
- Accepting and carrying out allocated duties to the best of their ability.

The role of Teaching Staff

- Teaching staff will provide a range of home learning tasks in line with the policy, to extend and consolidate pupil learning in class.
- Ensure pupils have a clear understanding of expectations.
- Communicate with parents, keeping them informed of pupil progress, pupil targets, current themes of learning and ways in which they can support their child.
- Ensure home learning is marked and children and parents receive brief feedback.

The role of the Headteacher

- The Headteacher will monitor the effectiveness of the policy and how it is implemented.

The role of Governors

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching.