



# Learning and Teaching Policy

**Water Hall Primary School**



**(Approved by Trustees 18 June 2018)**

**Next review date:** Summer 2019

**Lakes Academies Trust**  
**Learning and Teaching Policy**

Adopted by Water Hall Primary School.

This Policy should be read in conjunction with the individual school's values, subject guidelines and the following policies:

- Health and Safety
- Equalities
- Special Educational Needs
- Foundation Stage
- Sex education
- Assessment Marking and reporting policy

**Introduction**

We use the National Curriculum and Development Matters in the Early Years Foundation Stage as a basis for planning learning.

We recognise that personal growth and development play a large part in the learning process and therefore emphasis is placed on children's emotional development in order to accelerate their learning. Children at Water Hall learn to be positive, responsible people who co-operate with each other in order to think critically and creatively to solve problems as well as developing knowledge and skills.

**Aims for learning**

- To enable all children to learn to the best of their ability;
- To promote a positive attitude to learning that gives a solid base for lifelong learning;
- To enable children to be creative and to develop their own thinking;
- To enable children to be positive citizens in society;
- To fulfil the requirements of the National Curriculum, Early Years Foundation Stage and Locally Agreed Syllabus for Religious Education; sex education and PSHE.
- To provide learning opportunities which involve all children in relevant and interesting experiences, discussion and activity;
- To provide opportunities for children to develop their individual strengths and support learning which they find challenging;
- To promote involvement of Parents/carers in children's learning
- To ensure that children view learning as satisfying and thought-provoking, and to foster curiosity and enquiry.

**Organisation**

Children are taught in 3 Key Stages, Foundation Stage, Key Stage 1 and Key Stage 2. Within those Key Stages year groups may be mixed.

Daily Literacy and Numeracy sessions are timetabled. Daily phonics, spelling and grammar sessions are also timetabled at the same time across the school. This allows for continuity across the school for the children and allows the children to apply knowledge learnt throughout the day. Handwriting, additional reading and additional writing sessions are also planned throughout the week. Foundation subjects, computing, Science and PSHE are taught through a creative curriculum, where appropriate. This fulfils the requirements of the 2014 curriculum and also includes areas specific to the needs of the children at Water Hall. However some aspects are taught discretely.

## **Planning**

Teachers have a good working knowledge of teaching styles and use their professional expertise to apply the appropriate style to support learning e.g.

- Direct instruction and explanation
- Focused questioning
- Dialogue and discussion
- Whole class work, group work, paired and individual work.
- Cafes.

Learning is planned in three phases.

### **Long Term Plan –**

Plans run over a two year cycle, ensuring coverage and progression. Statutory requirements of the 2014 curriculum are grouped together into themes. This is a working document which is continually reviewed. Literacy and Numeracy key objectives provide long term planning for those subjects.

### **Medium Term Plans – KS1 and 2**

Foundation subjects, computing and Science medium term planning uses the National Curriculum as a basis and are planned creatively using grouped themes. These plans include;

- Reference to programmes of study
- Clear Learning Intentions that scaffold the learning.
- Key questions
- Differentiated activities
- British Values
- Children's prior learning and understanding.

### **Medium Term plans Foundation**

Foundation planning uses the Development Matters and Early years outcomes documents and is topic based. These plans include;

- Key learning for the topic in each area
- The learning journey the children will go on
- Possible weekly learning opportunities.

Medium Term plans are stored on the planning drive.

Literacy and Numeracy medium term planning identifies units of work to be covered and is included on the medium term planning.

## **Short Term Plans**

### **KS1 + 2**

Literacy, Numeracy and Creative curriculum short term plans are produced weekly and include

- Key learning
- Clear learning Intentions that scaffold the learning throughout the week
- Tool box that supports the learning
- Clear information on differentiated learning.
- Support identified for Higher learning Potential, EAL and SEN groups

- Adults guided work with each group throughout the week
- Plenary
- Pre teaching for specific groups
- Children who are absent.

***Literacy also includes***

- Phonics/spelling/Grammar learning
- Reading/writing workshop learning. *Further information about reading can be found on our school website.*
- Handwriting
- Integral talk/discussion activities.

***Numeracy also includes***

- Anchor Tasks

**Short Term plans Foundation**

Literacy, Maths, Phonics, Handwriting and unit plans are produced weekly.

***Literacy and maths plans include***

- Key learning for the unit
- Clear learning Intentions that ensure progression through the week
- Tool box that supports the learning
- Clear information of differentiated learning
- Support identified for Higher learning Potential, SEN and EAL groups
- Plenary
- Children who are absent.

***Unit plans include***

- Key learning for all areas of the Development matters and Early Years Outcomes.
- Activities to support the learning in different areas.
- Key vocabulary
- Key questions
- Resources

Short term plans are annotated, to provide assessment information, next steps and absent children.

All teachers ensure all levels of planning are appropriate for their classes.

**Marking and feedback**

All work has a date and Learning Intention. Where practical activities are used to reach the learning, this is recorded on labels and added to the children's work files or books with the relevant annotation. All work is marked using a green pen. Work is marked against the learning intention and tool box in the lesson through spot marking. Instant feedback is given to the children. The children are then able to act on this feedback. Any comments on work either inform future planning to support the learning or are accessible to the children. Writing is marked using the 'Close the Gap' method, giving children the opportunity to act upon advice and improve their work.

Children use self-assessment and indicate where they think their learning has progressed in each lesson by indicating on a 'learning line'. Children indicate on their work if they have worked independently or in a guided group with an adult. This is shown by the use of stick men. Children who work independently will have one stick man next to the learning intention, children who have worked in a guided group then 2 stick men are drawn and initials of the adult written.

### **Assessment**

*Assessment for learning*- Children understand what they are learning and use the toolbox to assess whether they have achieved the learning intention. Children use a 'learning line' to decide where they are in their learning and also what strategies they need to use to help them move forward. Learning is reviewed during lessons and feedback given to children immediately. Feedback may come from adults or peers. Misconceptions are picked up during lessons and acted upon. Formative assessments from each lesson inform the next one. Plans are annotated accordingly. A range of children's writing is reviewed at the start of each planning meeting and learning objectives planned based on children's needs. This also comes through Achievement Team meetings which take place every 3 weeks. Teams discuss particular children's work and come up with next steps that can be implemented straight away through Quality First Teaching. Learning and progress is then reviewed at the beginning of the next Achievement Team Meeting

### **Summative assessments-**

Foundation Stage Profile assessments are made at the end of FS2  
Year One Phonics Screening check administered.  
Key Stage One end of year assessments are made based on teacher assessment. These are confirmed by Standard Assessment Tests in Literacy and Numeracy.  
Key Stage Two end of year assessments are made based on teacher assessment. End of Key Stage Two assessments are made based on teacher assessments and using SATs in Reading SPAG and Numeracy.

Targets and end of year expectations are set in Reading, Writing, Numeracy and are reviewed throughout the year through collection and analysis of Data, Pupil Progress Meetings, Achievement Team Meetings, moderation meetings and planning meetings. In KS2 targets are set using KS1 results and Fisher Family Trust data.  
End of year targets are set based on end of Key Stage targets.

Teacher assessments are made in all subjects each term.  
Progress mapping identifies children's progress towards their end of Key Stage Targets. Children identified as underachieving are targeted for support. We use effective interventions based on current research to support these targeted children. See the SEN policy for an outline of these interventions.

All summative assessments are recorded on DC Pro at least each term and used to inform progress of groups of children and early identification of underachieving groups or individuals.

### **Homework**

Children are expected to read with an adult every day.

Spellings, key words and times tables or number bonds are also sent home at an age appropriate level.

Pupil Profiles in Foundation and KS1 provide home learning opportunities.

Learning Journals in KS2 identify what children can do to move their learning forward.

Children may be asked to complete some research and/or complete a project at home.

From time to time teachers may send home specific tasks to support learning and these will be discussed with the parent/carer.

Worksheets are never sent home as homework tasks.

### **Parent/carer Consultation**

A written, summative report which informs parents/carers of children's progress is produced each term. This also includes areas children need to work on. Parents/carers are invited to discuss this with their child's teacher.

Parent/carer meetings are held throughout the year. Other opportunities for parents/carers to discuss children's progress are made throughout the year such as before the child's class assembly and at workshops.

Teachers also meet with parents/carers whenever it is appropriate. Parents/carers are encouraged to discuss aspects of their children's learning on an informal basis with their child's teacher at the end of the school day.

### **Monitoring**

The Local Governing Body has an overview of learning and levels of attainment in school and then report this information to the Trustees.

The Senior Leadership Team monitor Literacy and Numeracy planning at least termly and set targets for improvements where necessary. They work sample throughout the year. They observe learning in each class and set teachers aspects for development.

Pupil progress meetings are held at least termly.

Performance Management meetings focus on raising attainment.