

[The Ellis CE \(VA\) Primary School](#)

# Teaching and Learning Policy 2019-2022

**Completed and approved RH. To be reviewed September 2022.**

# Teaching & Learning Policy

In good primary schools, children have the chance to learn in a range of different ways, all of the learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged.

## Vision Statement

*'Be the best you can be'*

*At The Ellis C of E Primary School we are committed to a love of learning developed in a Christian environment.*

## Aims

- To create a secure and happy environment
- To meet the needs of all individuals
- To ensure high standards of both teaching and learning
- To encourage the fulfilment of potential and recognise achievement
- To meet the requirements of the National Curriculum
- To provide a broad and balanced education to develop the whole child
- To encourage the children to be self- disciplined, caring and responsible towards others
- To promote positive self-esteem, confidence and independence
- To constantly reflect the Christian ethos of our school in our relationships with the children, their families and the wider community



## Agreed principles of teaching and learning used throughout school...

### Learning Objective/Success Criteria – (*skills rather than content*)

- Our pupils use success criteria in English/Maths to support their journey through the lesson and to help them to clarify the key learning aspects and skills that they need to master and demonstrate.

### Kagan structures & Learning partners

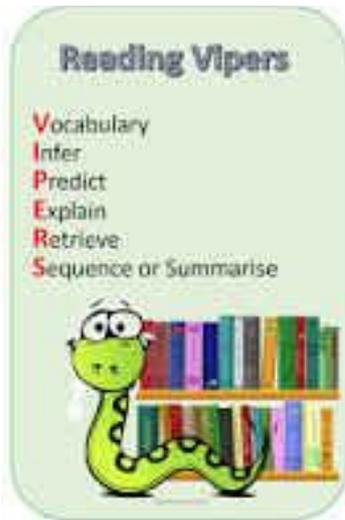
- **Kagan structures** can be used to promote collaborative and interactive learning to share ideas and thinking and strengthen outcomes for learning in all subjects. *e.g. Think, pair, share and Rally Robin*
- **Learning partners** allow children to talk in pairs or groups and creative use of other drama and collaborative strategies eradicate passivity in learning.

### Read Write Inc. Phonics/Handwriting/Spelling

- Our pupils have a daily session of Phonics in differentiated groups, where they learn the speed sounds set 1 and set 2/3 and apply these in their spelling and reading through carefully constructed activities.
- Pupils are screened in their phonics sounds every 6-8 weeks to ensure they are learning in the correct group for their ability.
- Daily handwriting lessons are carried out.
- Spellings lessons are carried out following the progressive RWI spellings scheme.

### Reading strategies / Reading raffle tickets

- We use 'Power of Reading' throughout school to engage and inspire children to read. Focus books are carefully chosen. The Power of Reading sequences are used to teach reading.
- VIPERS are used to develop decoding and comprehension skills in daily class guided sessions. We use VIPERS to support understanding of texts and to develop HOT- Higher Order Thinking skills



Children become increasingly independent in these skills as their confidence in reading develops.

- Children are encouraged to read at home and raffle tickets are given out in daily group reading sessions to pupils who have read at home at least 3 times that week. A weekly reading raffle takes place in our 'Going for Gold' assembly each week.
- Reading areas in the classroom are inviting and lively with space for the children to sit and read. Children visit their class and school libraries regularly to change their books.

### Big extended write

- Extended writing is key to ensure our pupils have the opportunity to apply spelling, punctuation and grammar skills to their writing. Each pupil completes an extended piece of writing, following input from a theme of work. This is fortnightly.
- Green pens are used to by the children to edit and improve their writing.
- Each half term a piece of writing is assessed using the Writing Standards (Y2 and Y6 use end of KS standards) to ascertain where the pupil is in their writing.

### Mastery Strategies for Maths

- We use Maths Mastery White Rose, Medium Term Planning.
- We give children as many opportunities as possible to **explain their learning**- verbally, pictorially and written. Children are to answer questions in a complete sentence to develop depth of understanding.
- All children work together on a learning objective/sequence across a theme and this objective is taught using small steps with many opportunities given for **Concrete, Pictorial** (including bar model) and **Abstract** approaches and **variation**. Children have opportunities for **practising, applying** and **exploring**.

- Children are expected to be fluent in all times tables and number bonds/relationships by the end of year 4. Children can practice their times tables at home on the interactive TT Rock Stars website.
- **Fluency, reasoning and problem solving** are to be applied to each objective/sequence across a theme. Connections are made to other themes. **Maths Meetings** take place to deepen fluency.
- **Questions** are planned carefully to ensure depth of understanding.
- **Same day Maths Interventions** take place where possible.

Ensure that children are given the opportunity to explain their learning/respond to marking during the teaching sequence/week.

- Pose questions for the children to respond to...e.g:  
Explain why:  $3/10 + 4/10 = 7/10$
- Children should also be given the opportunity to improve during the lesson-mini plenary to further deepen their learning.
- Children's explanations really do show us the depth of their understanding.

#### Learning expectations for year groups

- Pupils and parents use their age related learning expectations in Reading, Writing, and Maths to develop an awareness of their learning objectives and learning journey throughout the year.
- These learning expectations are on the website for parents to access.

#### Standards in books - Perfect presentation

- We promote the highest standard of work and consistency of approach with our pupils.
- Handwriting is taught regularly to promote the highest standards and linked to Read Write Inc. phonics lower down school.
- Children are awarded a pen licence and a school pen when they are using neatly joined writing.
- Quality handwritten work is sent every week to the English lead to choose for the 'going for Gold' assembly the writer of the week awards, King and Queen of the Jungle.



## Learning walls and displays at The Ellis

- Learning walls help to promote active learning and aid retention of key concepts and the journey through a teaching theme
- **All classrooms have an interactive learning wall and spaces for English and Maths**
- Learning walls are used as a teaching aid and are interactive and pupil friendly. They should reflect ongoing work throughout the week related to the subject and be current to the teaching. Learning aids can be stuck on which are handwritten and instant – including post it notes, interactive questions etc.

## Homework at The Ellis

- **Daily home reading** is encouraged through our reading raffle system and recording in reading diaries
- **Weekly spellings from the RWI spelling programme and year group key words** are sent home every week.
- **Online** - children are also encouraged to visit **TT Rock Stars** to improve times table recall and **Spelling Shed** to learn their spellings
- Home learning projects are encouraged linked to the classes Topic, children share these in class and practice their presenting skills.

## Behaviour for Learning at The Ellis (See also Behaviour policy)



Concentrate



Imagine



Push Yourself



Understand &  
Help Others

Which learning behaviours have you used today?



Try New Things



Improve



Work Hard



Don't Give Up

We teach our children learning behaviours, each week we focus on a different behaviour and one child that has excelled in that behavior attends VIP tea on a Friday afternoon with the head teacher. Children earn dojos in class for using the learning behaviours.

### Enterprise – learning for life

- **Enterprise** – One of our key aims is to be an enterprising school. Our year 6 pupils participate in the IKIC- **I KNOW I CAN** -challenge every year
- **PGL** – our Y5 children attend the residential to prepare them for Y6, the focus is team work and resilience
- **Archbishop of York Youth Trust Leadership award** – our Y5 children take part in this project every year they focus on care of the community
- **Whirlow Farm** – Our Y2 children attend a residential at Whirlow Farm in the Summer term, to learn about the environment and team work

### Feedback in books at The Ellis

- **Teacher & pupil feedback on Learning Objective** – teacher and pupil will assess against each element of the objective in the success criteria.
- **For an extended write – Teacher feedback (Blue pen)** teacher will give feedback which is succinct, short and clear relating to the lesson objective/year group standards.
- **Improving learning-responding to teacher feedback (Green pen)** - pupils will explain their learning, address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress).
- **TAs marking- (Purple pen)**

### Teaching and Learning in the Early Years Foundation Stage

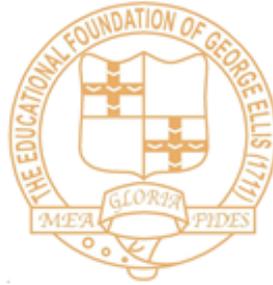
The Foundation Curriculum is used to support and create

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Practitioner's aim to develop children's conversational skills through following their interests and ideas, co-constructing their learning in a variety of ways. The aim is for children to develop mastery and metacognition through verbal interactions and ultimately sustained shared thinking across the EYFS curriculum. Teaching and

learning takes account of the child's holistic stages of development and interweaves unique next steps across daily life in the setting.  
Children's learning is recorded on 'Learning Book'.

# Curriculum Policy



At The Ellis our expectations in our curriculum policy are closely linked to our school vision statement '***be the best you can be***'

## Aims and Expectations

### **Curriculum Rationale**

At The Ellis CE Primary School our aim is that, through an exciting and engaging curriculum, children develop an interest in lifelong learning and develop the skills that are needed to become responsible citizens.

Our curriculum has been designed to promote independence, resilience and enterprise and has been created in conjunction with the views of our learners in order to develop key skills and understanding through a creative, enquire, topic based approach.

## Introduction

The curriculum is the totality of pupils' learning experiences.

At The Ellis C of E Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our creative curriculum which is based on first-hand experience. This encompasses all foundation subjects and enables us to provide a high standard of teaching and learning.

Our curriculum will be provided through:

- Classroom topics
- The Enquire environment Inside and outside KS1
- Subject lessons

- Learning outside the classroom
- Educational visits
- Visitors to school & community links
- The values promoted by the Church school and its community
- The context in which our pupils live, locally, nationally, and globally – global links
- Sports Partnerships

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on learning English and Maths skills. Pupils will practice and reinforce these skills in topic based work, whilst some subjects, which do not fit into the topic, will be taught discreetly.

Special themed days/weeks will take place across the whole school, throughout the year where more emphasis is placed on a key theme. For example, World book day, Design and Technology afternoons, Well-being week, Anti Bullying week, E-Safety week etc.

The curriculum is taught creatively through the use of various teaching strategies and the use of technology. Teachers use the following strategies to support the delivery of the curriculum:

- Drama/Role play techniques
- Key questioning and use of vocabulary and question stems
- Kagan Structures/use of different groupings
- IPADs – Use of creative APPs
- IT – media / film etc.
- Visitors and hooks into learning/artefacts
- Using the 'ENQUIRE' approach to expand and challenge

To support planning the curriculum teachers will use:

- The National Curriculum Sept 2014
- RE enquiry planning linked to the Sheffield Diocese Understanding Christianity Scheme and Understanding Christianity
- PSHE -SEAL
- French scheme of work in KS2
- Read Write Inc. to teach phonics.
- Read Write Inc. to teach Spelling
- Read Write Inc. to teach Handwriting
- Subject Policies and guidelines as agreed by the Governing Body of this school
- British Values and globally linked themes
- Christian Values – worship assemblies
- Enterprise and Enquiry linked activities

In addition the curriculum is planned with these issues in mind:

- Breadth, Balance and Relevance-learning experiences will need to be appropriate to the age, interests and abilities of the individuals and reflect the priorities as outlined in the School Development Plan. Wherever possible children should be involved and have a say in what they would like to learn about - teachers will need to be innovative in providing as many “First Hand” and concrete experiences as possible.

## The Organisation of the Curriculum

The curriculum is taught through “topics” within the creative curriculum. Mapping indicates the broad objectives and the links made between subjects. Schemes of work are planned, over half a term’s duration in Key stage one and Lower KS2 and over a term’s duration in Upper Key stage two. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives.

The children are taught within their year groups. Schemes of work are planned using the National Curriculum.

The RE schemes of work follows the Sheffield Diocese Understanding Christianity Scheme.

## Planning

National Curriculum objectives are incorporated into our planning. An overview of the topics covered within Years 1 to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

There are three parts to our planning:

Long term planning; these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across school.

Medium Term Planning: these show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning: These break down the objectives into weekly achievable targets and activities.

## The Early Years Foundation Stage

Development Matters, Characteristics of Effective Learning and children's interests/home learning provide the basis for planning throughout FS1 and FS2. Topics are chosen to reflect children's interests at home and school, providing a vehicle for coverage of the curriculum.

The seven areas of learning are covered in:

- Long term planning. This is a two year cycle of themes or topics, taking account of predictable interests, visits/visitors and parental involvement/workshops.
- Medium term planning. This half termly planning is organised under the seven areas and activity ideas are noted.
- Short term planning. This includes weekly objective planning and takes account of **learning Book** observation tracking for every child. It shows adult input, regular activities, daily focus and learning intentions. It also covers continuous and enhanced planning, based on children's interests and next steps. Within this there are regular provocations to challenge and stimulate children's imagination and thinking.
- The children have access to a broad and balanced, indoor and outdoor curriculum where activities are planned to meet the range of children's holistic learning needs.
- There is careful differentiation by activity and outcome, based on a child's stage and development in a variety of learning areas. Any interventions planned are based on an individual or small group of children's needs. Children may need extra support to fulfil their potential and some of the interventions include: Time To Talk, Welcom, Music Therapy, 1:1 Speech Therapy and Fine motor or Maths, Writing and Reading groups. Equally, a higher ability group of children may need the opportunity to explore new and challenging concepts in a small group context. These pupils also have daily RWInc learning in differentiated groups.

## Roles and Responsibilities

The Head teacher and Senior Leaders are responsible for overseeing the delivery of the curriculum Long term plans and monitoring of the curriculum for quality. Subject Leaders and Class Teachers are responsible for planning the curriculum – medium and short term planning. Each teacher also takes responsibility for leading in one or more subject areas.

The Head teacher, Senior Leaders and Subject Leaders are responsible for overseeing the delivery of the curriculum through:

- Formal lesson observations
- Monitoring planning to ensure curriculum and key skills coverage.
- Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
- Learning walks throughout school.
- Professional development of staff
- Regular reviews of the curriculum through pupil discussion and open dialogue.
- Making changes to curriculum where necessary.
- Reviewing and monitoring subject action plans linked to school SIP (School Improvement Plan)
- Speaking with the children about their learning – pupil voice/questionnaires.
- Sending out curriculum information to parents in a newsletter or on the school website.

The Head teacher and Senior Leaders have the responsibility for the leadership of the curriculum and delegate responsibility to key staff:

- The Senior Leadership Team co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage. Subject development plans are linked to the SIP and are reviewed and evaluated
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The Head teacher ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report which includes regular evaluation of the school SIP (School Improvement Plan)

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.

Staff make amendments to planning in order to optimise learning opportunities when they arise. Teaching staff are encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. Children's achievements are celebrated regularly in the school through displays in classrooms and shared areas and in school

worship where children are encouraged to share their knowledge with the rest of the school. Twitter is used by all classes to celebrate learning.

## Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance.

We ensure our children show tolerance and respect to other cultures and beliefs in all their learning in school.

## Children with Special Needs, including More Able Children

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND policy. We provide additional resources and support for children with special needs.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with access to learning at their level of need. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENDCO.

In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child is working at beyond their age related curriculum they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

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