

Russell Hall Primary School



Teaching & Learning Policy

October 2015

Review date: Oct 2018

Aims

Our mission is to have a support culture of openness and honesty, where great minds discuss ideas and all talents are recognised and pursued. To aspire to be exceptional at everything not just academically, with confidence at the core, inspiring the talent within. To create and develop the best in everyone; where every child is respected and valued.

At Russell Hall we are developing young people of the future who will have the skills to enable them to be 'lifelong learners'.

We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in the future.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school.

The purpose of this policy is:-

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice.

School Expectations

At Russell Hall we have adopted the six 'learning muscles' below, which underlie our ethos and our entire curriculum. They refer to the behaviour and learning of every adult and child in school and it is our expectation that everyone should:

- Treat everyone, including yourself, with **respect** including each other's cultures and beliefs
- Be honest about your mistakes in order to **reflect** successfully
- **Persevere** when facing challenges
- Be **collaborative** in your own learning and the learning of others
- Be the leader of your own learning, be **resourceful**
- Develop your own **curiosity** through questioning yourself and others.

Teaching

Our teaching staff have secure subject knowledge and understanding and where support is needed they seek advice from Senior Leaders or subject coordinators. They plan appropriately for all groups and prepare high quality resources. We expect that:

- Every lesson has a short, clear (Essentials) Learning Objective which is explained to the class and recorded in children's learning logs. (*See marking policy.*)
- All lessons to demonstrate key elements of good Assessment for Learning and Assessment of Learning practice
- Activities in KS1 and KS2 are differentiated within a Milestone, providing opportunities for Basic, Advancing and Deep learning
- In EYFS activities are differentiated, using EYFS Curriculum, to provide opportunities to deepen children's learning
- Staff provide appropriate resources which support challenge for all, including those working at mastery level
- Staff will cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners
- Teachers promote best use of learning time
- Staff have high expectations of presentation, quality and quantity of work
- Staff will assess children regularly and gather evidence for PPU meetings
- Teachers and support staff will mark children's work in line with the school marking policy.

The Learning Environment

Environments should enable children to be independent and resourceful in their own learning, having access to a range of good quality resources which are clearly labelled and well presented.

Care of the learning environment should be a collaborative responsibility and children encouraged to respect and value school equipment and resources.

All learning Environments should have:

- Procedure for Fire drill/evacuation
- Staff responsible for first aid
- Standardised room identification will indicate class name, name of teacher & TA
- Files of the following to be kept on the allocated classroom shelf :
 - A black Performance Management File
 - A red Assessment File
 - A yellow Inclusion File
 - Green files for subject coordination
 - A blue Planning File

All KS1 & 2 classrooms should have the following display boards:

- A pale green Literacy Working Wall with dark green border
- A pale red Maths Working Wall with dark red border
- Purple Reflection wall with silver border
- Display of The School Learning Muscles with black background and a teal border
- A display of recent homework with a copy of the term's homework menu
- A board reflecting the learning journey of the current topic

All displays, including working walls, should include the appropriate milestones and be shared regularly with children. All KS2 classrooms should reflect the French language as our chosen FL.

EYFS classrooms should include the following:

- A celebration of children's homework
- Interactive displays which challenge children
- Display of The School Learning Muscles with black background and a teal border
- Statements of characteristics of effective learning should be displayed in appropriate areas to enable adults to challenge and question children.

Corridor displays should reflect the previous half term's learning journey or focus around learning behaviour. All boards must be backed and use corrugated borders only.

It is the responsibility of all staff to ensure our learning environment is kept pleasant and tidy, and therefore any damaged displays should be attended to as soon as possible.

All classrooms should:

- Have a high quality reading area which reflects the abilities and interests of the children, the current themes and promotes a love of books
- Be vocabulary rich, including challenging, cross curricular language
- Promote children's curiosity and depth of learning through questioning and the use of the school question symbol
- Provide opportunities where children can independently deepen their learning and practise the mastery of skills
- Have access to technology for children to research, record, assess and present.

The Curriculum

Russell Hall Primary School has adopted the Chris Quigley Essential Milestones Curriculum which was introduced in September 2014. In KS1 & KS2 Teachers use the milestones to plan all areas of the curriculum. In addition the Bradford Spiral Curriculum is used to support the planning and delivery of SMSC.

This curriculum enables children to:

- Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
- Develop qualities of mind, body, feeling and imagination
- Extend the effective use of language
- Develop the effective use of number
- Appreciate human achievement in all areas of activity including art, music, science, literature and technology
- Develop an understanding of Fundamental British Values, and acquire an understanding of the social, economic and political nature of society
- Develop their full potential as individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
- Develop a sense of self-value and self-respect and understand and respect the right to social and cultural differences amongst others

Assessment

We believe that consistent use of Assessment for Learning should:

- Enable children to demonstrate what they know, understand and can do
- Be used to make children aware of their own ability in relation to the Essential Milestones and the Depth of Learning Index
- Give children time to reflect and improve in clear 'next steps'
- Provide opportunities for children to reflect on marking and feedback using purple 'polishing' pens
- Ensure children are aware of the learning outcomes and success criteria to support their means of achieving success
- Give children positive reinforcement that celebrates their achievements
- Provide useful information that enables teachers to plan differentiated work that addresses the learning needs of each child
- Inform the target setting process by identifying areas that will support the progress of individuals and groups of children
- Be used to provide information for parents during consultations and inform homework tasks to support their child's learning at home
- Provide information to inform whole school evaluation and strategic planning.

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all three to take place. Please see the school Assessment Policy for a more detailed overview.

Assessment for Learning

All classroom activity should include the following elements in order to assess understanding and provide opportunities for children to deepen their learning further:

- Generate open ended questions, differentiated where necessary
- Reflect upon previous learning
- Share and discuss the learning objective
- Discuss success criteria
- Encourage children to reflect upon their own learning and progress

Planning

At Russell Hall Primary School all teaching is planned using the EYFS Curriculum or the Essential Milestones. These form a basis for planning and objectives are taken from here, the following documents support planning throughout school:

	EYFS	KS1	KS2
Thematic Curriculum Focus	EYFS Curriculum	Focus Learning Challenges	
Maths	Numbers & Patterns	5 Phase Maths Planning Format	
Reading	Bug Club		Accelerated Reader
Writing	Talk for Writing TAPS (Mastery in Y6)		
Spelling/Phonics	- Letters & Sounds - Jolly Phonics	Letters & Sounds	2014 Spelling Appendix
Grammar		Russell Hall Grammar Progression Document	
French			Le Jolie Ronde
SMSC	Bradford Spiral Curriculum SEAL		
IT	Bradford Innovation Curriculum		
Science	EYFS Curriculum	Rising Stars	