



Teaching and Learning Policy

Teaching and Learning at Bankwood Community Primary school is strongly focused on developing and mastering key skills and independence in English, Maths and Science. Through an exciting and engaging curriculum and quality first teaching, we aim to achieve high standards in all areas of school life, supporting children to develop curiosity, independence, perseverance and respect.

This policy is the foundation for teaching and learning throughout the school. It will ensure clarity, consistency and continuous progression throughout the school and ensure that all children will:

- be highly motivated learners striving to achieve higher personal targets
- have a broad knowledge and understanding of the world and have a variety of interests
- have the skills and perseverance to solve a variety of problems
- be able to think and work independently and collaboratively
- be confident and effective communicators
- be able to make informed decisions and take responsibility for their actions
- have high self-esteem, self-belief and the confidence to challenge themselves
- be empathetic and respect the values and beliefs of others

Curriculum Organisation

The school timetable begins for all pupils with a 45 minute reading lesson. In KS1 pupils follow the Read Write Inc. scheme with the aim to complete the scheme by Y2. KS2 reading lessons incorporates an age appropriate curriculum based text with the dual purpose of extending knowledge in the foundation subjects whilst developing reading skills. Spelling strategies are taught for 10 minutes in the afternoon for KS2.

This is followed by a 1 hour maths lesson. We have adopted elements from the Maths Makes Sense scheme in our calculation policy to provide a structured and consistent whole school approach to the teaching and learning of key skills. Structured lesson planning ensures there is a focus on the development of application of maths through reasoning. There is an additional 15 minute arithmetic session in the afternoon for KS1 and KS2 children.

As Science is a core subject, it is taught as a key skills unit in the morning with opportunities to apply these skills independently in the Enrichment Curriculum ensuring full coverage of all aspects of Science.

The remainder of the timetable is dedicated to the Enrichment Curriculum incorporating a daily literacy lesson. Our innovative curriculum complements the teaching of key skills and provides breadth and balance in order to motivate children and foster a love of learning. In Literacy, teaching is planned through a whole book, novel or visual literacy which ties into the curriculum theme where children write in a range of genres. Children have rich opportunities to develop their skills in the foundation subjects through a continuous provision model. Children work across phases on carefully planned projects promoting independence and problem solving. Opportunities to apply English and Maths skills are planned through the 'Real Projects' and continuous provision model wherever appropriate so that children can transfer and practise their skills in a context that is relevant to them.

Topics for the Enrichment Curriculum are:

Cycle A

- Digging up the past
- Magic and Sparkle
- Footprints
- Through the Keyhole
- Food glorious food
- Transition Unit

Cycle B

- Steel City
- Let me entertain you
- Planet Earth
- Location, location, location
- Your choice
- Transition Unit

Securing Progress

All teaching follows a sequence of lessons to allow children to learn, practise and embed key skills. Teachers plan sequences of lessons to build on children's current knowledge and skills with the aim of achieving mastery. All lessons are planned and adapted to respond rapidly to gaps, identified through ongoing 'Assessment for Learning' (AFL). Pupil progress, including mastery of skills, is evidenced in children's workbooks through their independent application of skills to solve problems and in the transference of skills in other curriculum areas.

All children's work in the morning is marked in accordance with our Marking and Feedback policy. Teachers mark to the learning objective and write comments to move children on. Children respond to marking comments and edit their work to move their learning forward and understand next steps. This forms a dialogue between teacher and pupil in workbooks. Targets are used in Reading, Writing and Maths for children to self-assess against national curriculum objectives. Opportunities for feedback are built in to **all** lessons and children take ownership for their learning and progress.

Classroom organisation and displays support learning. All classes have a working wall for English and Maths displaying prompts for current learning. Key vocabulary and resources are displayed and accessible for all lessons. Displays, both in and out of the classroom, provide a balance between information about current topics and celebrating children's work and achievements.

In lessons children have a feeling of safety and security where opinions are valued and feel they are able to take risks. Independence and engagement of all is encouraged through talk partners and models of implicit learning. Children have opportunities to work on their own, in pairs, as a part of a group or the whole class.

Maths and Reading are taught in differentiated groups across phases. This allows for flexibility between the groups in response to the children's achievement and progress. Consistency of approach is ensured through the application of RWI in KS1 and a whole school calculation policy. Following formative assessments, teachers lead same day interventions to further scaffold learning for targeted children and provide pre learning for future sessions.

The Enrichment Curriculum incorporates a range of subject areas enhancing learning opportunities across the curriculum. Class topics and key texts are carefully selected to reflect children's interests, ideas and enquiries. Lessons include a range of learning tasks and outcomes with practical activities evidenced in books through photographs and in topic folders and electronic files.

Home Learning/Family 'Real' Projects

We recognise the vital role that home and community play in the children's development. Homework is not just a way of extending the amount of time a child spends on academic work each day. It is an important way of involving parents/carers in their children's education and developing a successful dialogue between school and home. We endeavour to provide a careful balance of home learning each term that includes:

- Family 'Real' projects linked to Enrichment Curriculum topics.
- Reading books at an appropriate instructional level for the child.
- Learning spellings and number facts such as times tables.
- Research for a topic.
- Consolidation of class learning.

Monitoring

Teaching and Learning will be monitored by the Senior Leadership Team and Middle Leaders on a regular basis through:

- Work Scrutinies
- Pupil Progress
- Lesson Observations/Learning Walks
- Pupil Interviews

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