

ELLENBROOK PRIMARY SCHOOL

TEACHING AND LEARNING POLICY 2017

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. The policy was agreed at a meeting of the Governing Body in Summer 2017

Our moral purpose is an agreed set of principles that creates and leads our vision for the school. It stimulates reflection and review, and supports action. It defines the heart and soul of our school. Our moral purpose acknowledges that there is a need for our pupils to be both challenged and supported if we are to enrich and enhance every child's learning and life experiences, by breaking down barriers to learning and participation. Our vision for Ellenbrook Primary School is that every child will succeed.

What will be the key underlying principles of Ellenbrook's curriculum



In three years time



In one year's time

Children will learn through wonder and purpose. The curriculum will be meaningful and relevant. It will support and challenge learners of all styles and abilities. It will enable children to find and develop their strengths and talents. It will be rigorous. Teachers will have the freedom to be creative. They will work together; taking ownership of the curriculum they will create learning opportunities perfectly suited to the needs of their pupils. Teachers' excitement and enthusiasm will be infectious!

Our children, will be literate and numerate and they will become creative thinkers and problem solvers. They will:
- have an understanding of community place and time;
- appreciate art music and culture; participate in team and individual sports. They will understand the connectedness of our world.

Our children will feel happy and have a firm sense of self-worth. They will feel they belong. They will make friends and develop confidence. They will experience contentment and satisfaction through hard work, achievement participation and contribution.

We will work hard together so that every child can succeed.

Ellenbrook's Enquiry Based Curriculum will be in place. Learning will be contextualised to capitalise on the local environment and the skills/talents of the community. Pupil voice will be celebrated as an intrinsic driver of the curriculum –leading to authentic and 'memorable' learning.

Key skills, as well as statutory curriculum requirements, will be embedded. Thinking skills will be taught (and used) explicitly. Children will learn about themselves as 'thinkers'. Bloom's Taxonomy thinking skills will be visible, progressive and instrumental in deepening understanding. Outdoor spaces will enhance learning, problem solving, teamwork and cooperation. All year groups will engage in at least one outdoor/ environmental trip per term. Community spirit and citizenship will be enhanced through cross phase learning and play.

Curriculum and SLT leaders will have clear roles and responsibilities, supporting, guiding and sharing best practice as well as monitoring and evaluating provision and outcomes.

Teachers will be energised by more efficient use of their time. Supported by colleagues, advisors, leadership and CPD, teachers enthusiasm and confidence will increase as they become secure in a more relevant and effective curriculum.

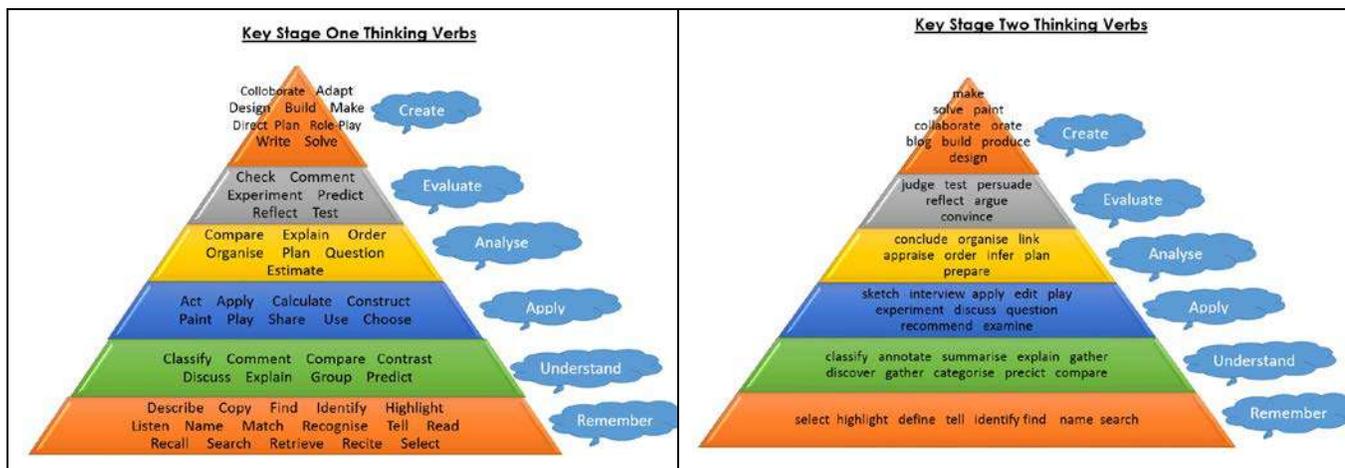
EFFECTIVE LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account all the different forms of intelligence when planning teaching and learning styles, this includes group, paired and independent work.

We offer opportunities for children to learn in different ways. These include:

<ul style="list-style-type: none"> investigation and problem solving; research and finding out; 	<ul style="list-style-type: none"> reflecting on what has been learned watching television and responding to musical or tape recorded material;
<ul style="list-style-type: none"> questioning; use of the computer and the wide range of resources available on the Internet; 	<ul style="list-style-type: none"> debates, role plays and oral presentations; designing and making things;
<ul style="list-style-type: none"> fieldwork and visits to places of educational interest; 	<ul style="list-style-type: none"> Creative and physical activities;

These opportunities are planned, relevant and specific through the cognitive domain and **Bloom's Taxonomy**. Children's learning is underpinned by the **thinking verbs** within the taxonomy. The children understand and engage with the hierarchical taxonomy that builds on prior learning, deepens understanding and enables *mastery*. Teacher's plans are initiated by the *pupil's voice* and how they want to engage with the content using Bloom's thinking skills.



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. Self-review and peer review strategies are planned for and discretely taught and used as part of vital formative assessment.

EFFECTIVE TEACHING

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans which are directly related to the National Curriculum. We encourage staff to work to their strengths and interests. In other words, staff choose which learning objectives they want to teach and they choose their own materials and approach. To ensure 'Breadth and Balance', teaching staff meet to create a long term plan from EYFS to Year 6 therefore coverage of the National Curriculum is 'mapped' and progressive, thus ensuring a rigorous curriculum without gaps.

We believe children learn effectively when the teacher provides:

<ul style="list-style-type: none"> thorough preparation throughout the learning episode 	<ul style="list-style-type: none"> an atmosphere where children are prepared to take risks –<i>modelled by the teacher</i>. An emphasis on personal learning rather than competition. 	<ul style="list-style-type: none"> A structure that moves and responds to the children’s needs
<ul style="list-style-type: none"> shared learning objectives which are understood by the pupils and success criteria generated by the children 	<ul style="list-style-type: none"> innovative teaching: children’s understanding is developed through active and practical experiences. Learning and interests are built upon, through purposeful application of knowledge to different situations. 	<ul style="list-style-type: none"> Planned opportunities to review and reflect on the learning journey
<ul style="list-style-type: none"> clear expectations of what pupils are expected to achieve by the end of the learning episode 	<ul style="list-style-type: none"> appropriate pace and changes of pace in learning 	<ul style="list-style-type: none"> Modelling of self and peer assessment strategies
<ul style="list-style-type: none"> open-ended, thought provoking, challenging questions of the children; 	<ul style="list-style-type: none"> AFL strategies are evident – no hands up, thumbs up, talk partners, thinking time before answering, pink and green highlighters 	<ul style="list-style-type: none"> Developmental, targeted and ongoing feedback of pupil’s work;
<ul style="list-style-type: none"> support for all learners 	<ul style="list-style-type: none"> a planned programme of educational visits to reinforce and stimulate learning- ‘The hook’ 	<ul style="list-style-type: none"> Identification of targets, next steps and areas of development

We base our teaching on our knowledge of the children’s attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child’s level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children’s Education Healthcare Plans (EHPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Ellenbrook School should be of the highest possible standard. All children can *master* parts of their curriculum.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, 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 school Behaviour Policy.

Teaching Assistants and other adult helpers are deployed in a variety of ways. All groups of learners receive targeted support and adult intervention responds to the immediate learning needs of the children, in small groups or individually. Where necessary, teachers are freed up to deliver quality first teaching to groups when additional adults facilitate learning with the rest of the class. Teaching Assistants are also fully involved in the delivery of support programs such as phonics and every child a reader. They also help to deliver targeted support in Maths (Springboard and First Class at Number). All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

DISPLAY

The school believes that the purpose of display is to support pupil's learning.

This may be achieved in a variety of ways:

Engaging and enriching

<ul style="list-style-type: none">Interactive display	<ul style="list-style-type: none">Photographs
<ul style="list-style-type: none">'Hooks' and stimuli	<ul style="list-style-type: none">Relevant and fresh working walls
<ul style="list-style-type: none">Child centered contexts	<ul style="list-style-type: none">Classroom space used to enable hands on experiences which enable awe and wonder

Enabling independent learning

<ul style="list-style-type: none">Key word lists	<ul style="list-style-type: none">White boards
<ul style="list-style-type: none">ARE examples of grammar	<ul style="list-style-type: none">Access to basic resources by pupils (clearly labelled)
<ul style="list-style-type: none">Class responsibilities, rotas, monitors	<ul style="list-style-type: none">Number squares and number lines
<ul style="list-style-type: none">Timelines	<ul style="list-style-type: none">Tables squares
<ul style="list-style-type: none">Clocks	<ul style="list-style-type: none">High-frequency words and phonic sounds
<ul style="list-style-type: none">Self-registration charts	<ul style="list-style-type: none">Explicit cues to promote thinking skills and learning reflection
<ul style="list-style-type: none">Independent access to engage with next steps and mastery	<ul style="list-style-type: none">Flip charts
<ul style="list-style-type: none">Place value equipment	<ul style="list-style-type: none">Models of high quality outcomes

The learning journey

<ul style="list-style-type: none">Topic Overview - the Big Picture (with evidence of pupil voice)	<ul style="list-style-type: none">English and Maths episodic learning objectives
<ul style="list-style-type: none">Bloom's thinking verbs (as a Taxonomy in KS2)	<ul style="list-style-type: none">Question hooks (with evidence of pupil voice)
<ul style="list-style-type: none">Starting points and next steps	<ul style="list-style-type: none">Mind maps

Celebrating success

<ul style="list-style-type: none">Exemplar work from children	<ul style="list-style-type: none">The school blog
<ul style="list-style-type: none">House points and star slips	<ul style="list-style-type: none">Pupil's photos (check permission)

Raising expectations

• Setting targets	• Use of pupil tracking data
• Use of success criteria (sometimes child generated)	• Class/group and individual targets
• Agreed class rules	• Praise and recognition of work that is a high quality

Inclusive classrooms

• Multi-cultural and British Values understanding and empathy promoted through all curriculum areas	• Barriers for learning removed
• Gender role models	• Pupil ownership
• Named work by all pupils	• Book Arts Week

PLANNING

We encourage staff to be creative in their planning and reflect pupil voice at every opportunity. Teachers are free to use any resource that they feel will support the children's learning most effectively. The headteacher, deputy head and subject leaders monitor planning and give regular and timely feedback to staff. The following documents provide the framework within which they plan.

• The National Curriculum	• RE scheme of work (Salford Agreed Syllabus)
• Focus Challenge Curriculum	• NCETM maths progression documents
• Foundation Stage planning	• Greater Manchester music hub
• KS2 framework for languages	• Switched on Computing: Rising Stars
• Letters and Sounds (phonics)	• Lancashire Grid for Learning
• Maths Hub - NCETM	

Medium /Short term planning

Plans for every half term or term for all subjects outline:

• Clear and precise learning Objectives (with explicit Bloom's thinking verbs)	• References to the above planning documents
• Content to be covered each week (Episodes of learning)	• Key questions
• Opportunities for challenge and mastery	• Opportunities to develop skills in English and Maths
• Differentiated and varied tasks and expectations for groups of learners	• Foundation Stage planning based on Foundation Stage Profile Objectives
• What the adult(s)' role will be (support workers have clear objectives)	• Intended resources to be used

• Cross curricular links	• Blooms Thinking skills
• Pupil Voice	• Curriculum 'drivers' and 'enrichers'

Assessment for learning....see also AFL above as well as the Assessment Policy

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

• Is part of effective planning	• Affects learner motivation
• Focuses on how pupils learn	• Promotes commitment to learning objectives and assessment criteria
• Is central to classroom practice	• Helps learners know how to improve
• Is a key professional skill	• Encourages self-assessment
• Has an emotional impact by promoting self-esteem	• Recognises progress from child's previous best
• Enables focused learning opportunities for different groups	• Allows teacher to respond to groups of learner's throughout the episode of learning

We use these strategies to link assessment to better teaching and learning:

• Evaluations informs immediate and long term next steps	• Assessment tasks, e.g. writing, Numeracy, science: results used to inform future planning
• Use of data from formal assessment and continual assessment to inform planning and next steps	• Feedback that plugs the gaps, enables progress and mastery during focussed 'improvement time' (before moving onto the new learning episode)

Fundamental Principles of Assessment

- *All assessment should:*
- enable individual pupils to make progress in their learning
- relate to shared learning objectives and success criteria
- be underpinned by confidence that **every** child can improve and achieve *mastery*
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- enable parents to be involved in their child's progress

Teachers employ 'pre and post' learning assessments to benchmark children's learning and assess how effective their teaching has been. This gives children the opportunity to reflect on their learning over time, which teachers plan for and teach strategies of self-assessment and reflection.

We use the electronic tracking system 'Essex Target Tracker' to help us identify groups of children. Levels of progress can vary. Children who are falling behind expectations will be targeted for support through a range of interventions and booster groups to help them to catch up. High achievers will also be tracked and targeted for greater depth so that expectations are exceeded.

Data will be added at the end of every half term with key assessments entered as and when they are completed. In some cases this is daily practice while the children are working and teachers are making observations.

This means that we are able to give an accurate snapshot of every child's attainment and progress throughout the school at any time. Teachers use this data to plan targeted intervention and learning opportunities ensuring every child makes maximum progress

At the start of each new school year, teachers will be asked to pass on assessment and pastoral information of their previous class so that there will be no hiatus to their learning.

ROLE OF GOVERNORS

In partnership with our SLT, our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

<ul style="list-style-type: none"> Support the use of appropriate teaching strategies by allocating resources effectively; 	<ul style="list-style-type: none"> Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
<ul style="list-style-type: none"> Ensure that the school buildings and premises are effective in supporting successful teaching and learning; 	<ul style="list-style-type: none"> Ensure that staff development and performance management policies promote good quality teaching;
<ul style="list-style-type: none"> Monitor teaching strategies in the light of health and safety regulations 	<ul style="list-style-type: none"> Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the headteachers reports to governors and the work of the curriculum and school improvement committees.

ROLE OF PARENTS:

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

The school organises meetings in the last half term so that parents have the opportunity to meet with their child's class teacher for the following September. They are informed about the curriculum and the topics to be covered that year. They are also reminded of aspects such as uniform, PE kits, Homework procedures, etc. We also hold termly formal parents' evenings a year as well as an optional meeting at the end of the year following the issuing of individual school reports.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents may discuss any concerns they have with teachers at any time.

As children begin at Ellenbrook, they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Reception class. Parents are provided with important information and meet with senior staff and the headteacher, as well as their child's class teacher. Parents can share any concerns they may have. They also receive information about helping their child with early literacy and numeracy skills.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time are not allowed as these interrupt the child's progress and children miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home, (please see our attendance policy).

Many parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. Most school helpers are required to undertake a DBS checks before starting work.

Homework

Children will be given journals in which they will complete some home learning. They will have already discussed the learning objectives in class and may have started their work already. The philosophy behind this work is that children respond openly and creatively to show their personal understanding of the learning that week. As well as their journals, the children will be expected to learn spellings, times tables and read to an able reader (ideally every night). If children are struggling with a particular concept, the teacher may decide to give some targeted work. All of this will be age appropriate and fun!

Ellenbrook Primary School

Teaching and Learning non-negotiables

1. **'Wow'** starters are essential in **all curriculum areas**. Always use exciting, high quality, challenging texts / media / visits etc. as starting points. Teachers readily share their enthusiasm for learning-frequently modelling desired learning behaviours.
2. Blooms verbs will drive learning, giving focus, cohesion and coherence to pupils learning journey. Pupils will be taught the taxonomy.
3. **Pre- learning** tasks are used to baseline assess and elicit where the children 'are' in their learning journey.
4. **Big Picture**...children understand their next steps through learning challenges/ mind maps/ curriculum overview- for 'immediate' learning (that day) as well as 'whole journey' (Topic/Curriculum). Children will be taught, and encouraged, to shape the Big Picture –pupil voice will be evident
5. **Learning Labels** stuck into books will ensure that pace and expectation are pitched correctly and that children understand their progress.
6. **Success criteria** are explicitly negotiated with children through the deconstruction of high quality 'finished' work/examples. (Displayed on working wall)- Pupil Voice
7. **Progress** is evident in lessons through regular **focussed marking**. Teachers highlight in green some good examples of where the child has met the L.O and pink for where the child can quickly 'up-level' in their **fix it /check it** at the start of the next lesson. Incorrect spelling of HF words and individual *repeated* mistakes can also be corrected. Purple pen is used for all teacher comments and children make corrections in red (Y1/2 –teachers discretion)
8. **Fix it/check it time** is an essential part of the lesson. Children are given time *and support* to respond to the teacher's written comments about prior learning **before** they begin new L.O.s (age appropriate).Pupil teacher dialogue will be evident.
9. **Opportunity for Mastery and greater depth will be evident and accessible for all ability groups across the curriculum.**

10. **Children's Books (all)** will be vibrant and well-presented, showing consistent evidence of points 1-7. Books will be monitored by subject leaders every half term. (See book scrutiny document and monitoring timetable).
11. **Questioning** is planned so that learning can be monitored **throughout** the lesson.
12. **Challenge cards** will be in place for **all** continuous provision and L.O.s will be explicit in Topic Work – these will be moderated by the SMT/ subject leaders to ensure progression from Nursery to Y6.
13. **Reading areas and displays** will be refreshed every half term. These should celebrate the children's highest quality work and their learning journeys. Working walls are essential.
14. **Class readers:** teachers will share books/extended texts **daily** that they have pre-read and enjoyed.
15. **Assessment** will be continuous through **Post- learning tasks**, observation, discussion, peer marking, questioning etc. Clear dated records (printouts) will be kept in separate **assessment folders** or **Profiles**. Teachers are responsible for gathering and monitoring assessments from all of their pupil's teachers (P.E/Music/Art etc.).
16. **All adults** will have clear and differentiated tasks from the start–TA time is precious.
17. **Planning** is a working document and teacher evaluations will show impact in next steps. Medium term overviews will keep learning on track. Planning is evaluated weekly by the SMT.
18. **The Tracker** will be updated as and when learning episodes are completed and always **before lunchtime** of the last day of every half term. An email should be sent to Wendy when this is complete.
19. **All children will make at least expected progress against National data- this will be clarified at pupil progress meetings once we have National Progress expectations. Until then we aspire to 6+ points Tracker progress and expect 6 (SEN and G&T learners excepted)**

All of the above will form one performance management target

Weekly monitoring of planning

Have you included:

1. Weekly overview(timetable) with objectives
2. Maths/English and Topic MTP
3. Maths English and Topic daily planning
4. Guided reading
5. Evaluations and assessments

HOOK / WOW is engaging.	
<p>PROGRESSION IS EVIDENT –EPISODES OF LEARNING PLANNED (not necessarily divided into days)</p> <p>CROSS CURRICULUM LINKS ARE MAXIMISED - NO DOLLOPS!</p> <p>FLUID PLANNING- giving opportunities for children to start from their own learning point and moving on at timely points</p>	
MTP and weekly plans Incorporate Blooms thinking skills and Pupil Voice is clear	
<p>LEARNING LABELS AND OBJECTIVES ARE CONSISTENT (relevant to length of learning episode)</p> <p>Clear and precise learning objectives and success criteria that all children will access at the appropriate time</p>	
<p>Groups are identified</p> <p>Differentiation is evident from the outset opportunities for Mastery – all abilities – explicit on Learning Label</p> <p>Learning Label differentiated when appropriate</p>	
<p>Support workers have clear objectives from the start of lessons (Have you identified who the adults will be working with?)</p> <p>Are the groups flexible/responding to needs of children?</p>	

