



Caldecote Primary School
Teaching and Learning Policy
March 2020

1. Introduction

This policy details the overall approach to teaching and learning at Caldecote Primary School including the academic curriculum, our character education, the extra-curricular activities we offer, and information about pupil assessment and individual education needs.

Our policy aims to ensure that all pupils at Caldecote Primary School are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

The curriculum is planned to promote learning, personal growth and development and it includes the formal requirements of the Revised National Curriculum (September 2014) and the Early Years Foundation Stage curriculum. The Teaching & Learning policy, along with other policies such as the Social, Moral, Spiritual and Cultural policy, also includes the 'hidden curriculum' i.e. what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible, resilient people, who can work and co-operate with others while developing knowledge.

2. Aims

We aim to foster a lifelong love of learning through adopting a highly practical and cross-curricular approach to learning. The 'Caldecote Learning Tree' aims to deliver a 21st century education that will equip our pupils with the skills required to be an independent and responsible citizen. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The school motto is 'Happy, Healthy, High Achieving' and we strive for the school to be a place where these values thread through everything we do. In addition, we aim to:

- Ensure every pupil reaches their full potential and meets the high expectations set for them
- Be a place where pupils celebrate their successes with others
- Create an environment where pupils feel happy and secure in their learning and play
- Encourage pupils to be enthusiastic, committed and engaged in all areas of school life
- Strengthen their learning with healthy, balanced diets and activity
- Develop their skills so they are able to work collaboratively as part of a wide community
- Teach them how to show respect, consideration and support for everyone and the environment
- Value that each pupil is unique and provide a curriculum that respects the views of each individual pupil as well as people of all cultures

3. How Is The Curriculum Planned?

We follow the National Curriculum and organise our curriculum in three key stages:

- **Foundation Stage:** Reception (Red class)
- **Key Stage 1:** Years 1 & 2 (Blue & Yellow classes)
- **Key Stage 2:** Years 3 – 4 (Orange, Green, Purple & Silver classes)

We have developed a curriculum that is framed around a range of stimulating topics which encourages cross-curricular learning whilst offering challenge and interest for all pupils. The 'Caldecote Learning Tree' (appendix 1) is a visual representation of how our curriculum is organised and taught:

- **The Roots: Respect, Readiness, Hardworking, Resilience, Kindness** - these are the values that underpin and thread through all aspects of teaching and learning. Pupils are actively encouraged to develop and demonstrate these values and they are publicly celebrated in assembly weekly.
- **The Foundations: Reading, handwriting, spelling, grammar, phonics, arithmetic, number fluency, times tables** – all classes teach these basic skills every morning in focused sessions
- **The Trunk: learning through topics with daily English and Maths and which includes Experiences and Challenges:** all subjects are taught through a half / termly topic which are planned with the support of the Cornerstones Curriculum. For each topic there is an 'Experience' which is intended to enthuse and engage the pupils and these are often used to launch a topic or to consolidate prior learning. There is also a 'Challenge' (with support from Chris Quigley's Dangerous Curriculum) to develop a range of skills that are additional to the National Curriculum eg assessing risk, public speaking, team resilience, etc.
- **'11 by 11' Character Education:** in addition to assemblies, PSHE, sports and performance lessons, '11 by 11' curriculum sets out activities that pupils will complete by certain ages ie 5 activities by the age of 5, etc. These opportunities help pupils to explore and express their character and build the life skills needed for resilience, empathy and employability
- **The Branches: eg singing, peer mediators, competition etc.**– these are all the areas of the wider school curriculum that enrich learning

We try to capitalise on as many first-hand experiences as possible and regularly invite visitors into school to enhance the pupils' experiences. We also make careful choices regarding trips and visits ensuring that they always enhance and extend school learning.

It is our belief that all the components of our Learning Tree ensures that all pupils at Caldecote Primary School have the opportunity to be 'Happy, Healthy, High Achieving' learners irrespective of their ability, background or culture.

4. Teaching

Effective learning requires effective teaching. When teaching we focus on motivating the pupils and building their skills, knowledge and understanding of the curriculum. As a school, we adopt the mastery approach to teaching and learning and have regular 'catch-up' sessions to ensure pupils have mastered the skills before moving on. We also embrace the concepts of growth mindsets to develop each pupil's skills in perseverance and resilience. Metacognition is also a key element that is threaded throughout our teaching ie developing pupils' understanding of what helps them to learn and when their best learning takes place.

There is a whole school planning cycle which guides what is taught in each term for all year groups. Individual subjects are monitored closely by Subject Leaders thereby ensuring we address all objectives within the National Curriculum and that knowledge and skills are progressive, revisited and inter-connected.

For all subjects, including English and Maths, we use a range of curricula resources to support teaching, including online resources from the Cornerstone's Curriculum Hub.

To be an effective teacher, we expect:

- Well considered preparation and planning resulting in a well prepared teaching plan
- A clear learning objective which is shared with the pupils
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of learning at appropriate times and particularly at the end of the lesson
- Appropriate challenge for all pupils
- Positive teaching modelling
- Appropriate and readily available resources
- Good questioning (including higher order questioning)
- Quality interaction between teacher and pupil, pupil and pupil
- Good pace
- Enthusiasm
- Fun, memorable delivery, content and outcome
- Involvement of all pupils
- Excellent behaviour management
- Opportunities for group, paired and independent working
- Feedback and marking that impacts future teaching and learning

We have high expectations of all pupils and our teaching is rooted in our knowledge of each pupil's level of attainment. Each pupil's ability, educational and emotional needs are considered carefully. Targets are set annually and these are shared with the pupils and parents and are revisited and revised throughout the year. Progress is monitored regularly through pupil progress meetings and support is adapted to ensure good progress for all pupils.

All our staff – teachers, support and ancillary staff – value good working relationships with pupils and do all they can to foster these. We treat pupils with kindness, respect

and honesty, giving them equal opportunities to take part in class activities. All our staff follow the school behaviour policy and, when needed, apply sanctions consistently and equally. We praise pupils for their efforts and use a house point reward system to continue to motivate pupils.

All staff are expected to reflect on their strengths and areas for development and are given support to address these areas. We do all we can to support all staff in developing their skills so that they can continually improve their practice. A regular monitoring programme provides feedback and next steps to help us make teaching and learning even better.

We have very active School and Class Councils, Eco Councillors and Junior Travel Ambassadors who are all regularly consulted on school choices and decisions.

4.1 The Learning Environment

It is the responsibility of all staff to ensure that the school environment is organised so that pupils have the opportunity to:

- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Learn outdoors as well as indoors
- Discuss their ideas
- Develop social skills
- Use initiative
- Receive support
- Make independent choices about what resources to use

We consider learning takes place in an environment which:

- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is Encouraging and appreciative
- Is Welcoming
- Provides equal opportunities for all pupils
- Provides a purposeful working atmosphere

5. The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor and report on progress with learning targets through governor visits
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and appraisal policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review process. These include reports from subject leaders, the Headteacher's reports, the annual target setting and review meetings that all governors and staff attend as well as the regular meetings between governors and their link class teachers or subject leaders.

6. The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping pupils to learn. We inform parents about what and how their pupils are learning by:

- Providing a topic planner at the start of each topic via the website
- Holding parent consultation meetings where they are given a written report which details their pupil's targets and the progress against these targets
- Sending an End of Year report which explains the progress in all areas of the curriculum
- Offering a follow-up meeting to discuss the End of Year reports
- Individual meetings for parents of SEND pupils or any pupil who we consider may be vulnerable at the beginning of each term
- Providing homework menus that support learning in school, in addition to the weekly homework expectations
- Holding regular curriculum events to support parents' understanding of how we teach and what is being taught
- Welcoming parents into school to watch teaching

We believe that parents have the responsibility to support their pupils and the school in implementing school policies. We would like parents to:

- Ensure their pupil has the best attendance record possible
- Ensure that their pupil is equipped for school with the correct uniform and PE kit
- Ensure their pupil does their weekly homework and at minimum of three tasks from the homework menu
- Do their best to keep their pupil healthy and fit to attend school
- Inform school if there are matters outside school that are likely to affect a pupil's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in our Home School Agreement
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7. Voluntary Helpers

Voluntary helpers are a valuable resource and we welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or for a specific event. In all cases it is very important that the teacher takes time to ensure that the volunteer fully understands their role.

All volunteers will be subject to the school safeguarding checks.

8. Equal Opportunities

All pupils have the right to equal opportunities. Teachers' expectations of behaviour and performance by all pupils should be the consistent. Particular care should be taken to ensure that the same pupils do not dominate in group work, especially when using equipment. All activities, including extra curricular activities are open to all pupils, numbers permitting.

9. Policy Review

This Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:.....

Chair of Governors: Date:

Appendix 1 – Caldecote Learning Tree

