



# Learning & Teaching Policy

*(Approved by Trustees 20 March 2019 - for review Spring 2020)*

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## LAKES ACADEMIES TRUST LEARNING AND TEACHING POLICY ADOPTED BY KNOWLES PRIMARY SCHOOL.

This policy should be read in conjunction with the individual school's values, subject guidelines and the following policies:

- Health and Safety
- Racial equality/Equal Opportunities
- Special Educational Needs
- Foundation Stage
- Sex education
- Assessment, Marking & Reporting Policy

### INTRODUCTION

We use the National Curriculum in KS1 and KS2, and Development Matters in the Early Years Foundation Stage, as a basis for planning learning.

We recognise that personal growth and development play a large part in the learning process and therefore emphasis is placed on children's emotional development in order to accelerate their learning. Children at Knowles learn to be positive, responsible people who cooperate with each other in order to think critically and creatively to solve problems as well as developing knowledge and skills.

### AIMS FOR LEARNING

- To enable all children to learn to the best of their ability;
- To promote a positive attitude to learning that gives a solid base for lifelong learning;
- To enable children to be creative and to develop their own thinking;
- To enable children to be positive citizens in society;
- To fulfil the requirements of the National Curriculum, Early Years Foundation Stage and Locally Agreed Syllabus for Religious Education;
- To provide learning opportunities which involve all children in relevant and interesting experiences, discussion and activity;
- To provide opportunities for children to develop their individual strengths and support learning which they find challenging;
- To promote involvement of Parents/carers in children's learning
- To ensure that children view learning as satisfying and thought-provoking, and to foster curiosity and enquiry.

## **ORGANISATION**

Children are taught in 3 Key Stages, Foundation Stage, Key Stage 1 and Key Stage 2. Within those Key Stages year groups may be mixed. Daily Literacy and Maths sessions are timetabled. Daily phonics, spelling and grammar sessions, guided reading and PSHE are also timetabled at the same time across the school, within Key Stages. This allows for continuity across the school for the children and allows the children to apply knowledge learnt throughout the day. Handwriting, PE and RE is also planned throughout the week. Foundation subjects, Computing and Science are taught through a creative **broader** curriculum **supported by our learning concepts and the Prospectus Curriculum**. This fulfils the requirements of the 2014 curriculum and also includes areas specific to the needs of the children at Knowles. However some aspects are taught discretely.

## **PLANNING**

Teachers plan from the National Curriculum and have a good working knowledge of teaching styles and use their professional expertise to apply the appropriate style to support learning e.g.

- Direct instruction and explanation
- Focused questioning
- Dialogue and discussion
- Whole class work, group work, paired and individual work.

Learning is planned in three phases.

## **LONG TERM PLANS**

### **FOUNDATION STAGE**

Plans run over a yearly cycle, using Development Matters, ensuring coverage and progression. This is a working document which is continually reviewed.

### **KEY STAGE ONE AND KEY STAGE TWO**

Plans run over a two year cycle, ensuring coverage and progression. Statutory requirements of the 2014 curriculum are grouped together into themes. This is a working document which is continually reviewed. Literacy and Maths key objectives provide long term planning for those subjects.

## **MEDIUM TERM PLANS**

### **KEY STAGE ONE AND KEY STAGE TWO**

Foundation subjects, Computing and Science medium term planning uses the National Curriculum as a basis and are planned creatively using grouped themes **from the Prospectus Curriculum**. These plans include;

- Reference to programmes of study
- Clear learning intentions that scaffold the learning towards the big ideas
- Key questions
- Differentiated activities
- School values
- British Values
- PSHE
- Children's prior learning and interests.
- Learning concepts detailing the skills and progression of the year group

## **FOUNDATION**

Foundation planning uses the Development Matters and Early Years Outcomes documents and is topic based. These plans include;

- Key learning for the topic in each area
- The learning journey the children will go on
- Possible weekly learning opportunities.
- Key questions

Medium Term plans are stored on google drive.

## **SHORT TERM PLANS**

### **KEY STAGE ONE AND KEY STAGE TWO**

Literacy, Maths and Creative curriculum short term plans are produced weekly and include:

- Key learning
- Clear learning intentions that scaffold through the week
- Tool box that supports the learning
- Clear information on differentiated activities
- Support identified for higher learning potential, EAL and SEND groups
- Adults guided work with each group throughout the week
- Plenary
- Pre teaching for specific groups

Literacy also includes

- Phonics/spelling/grammar learning
- Fast spellings
- Guided reading
- Speaking and listening
- Handwriting

Maths also includes

- Mental and oral starter
- Fast Maths

## **SHORT TERM PLANS**

### **FOUNDATION**

Literacy, Maths, phonics, handwriting, Guided Reading and unit plans are produced weekly.

Literacy and maths plans include

- Key learning for the unit
- Clear learning intentions that ensure progression through the week
- Tool box that supports the learning
- Clear information of differentiated activities
- Support identified for higher learning potential, SEN and EAL groups
- Plenary

Unit plans include

- Key learning for all areas of the Development matters.
- Activities to support the learning in different areas.
- Key vocabulary
- Key questions
- Resources

Short term plans are annotated, to provide assessment information, next steps and absent children.

All teachers ensure all levels of planning are appropriate for their classes.

### **FORMATIVE ASSESSMENTS**

Teachers give immediate feedback (verbal and written) during lessons, linked to the learning intention, focusing on where the children have been successful, where the children can edit for improvement and next steps. Teachers identify spellings and number formation mistakes and children practise these three times during the session.

Teachers use questioning, on the spot marking and observations during lessons to assess children's understanding. Teachers will identify children who have misconceptions or are struggling and move the learning on quickly; identify next steps for learning and challenge those who are ready.

Distance marking is used for writing assessments. Children are expected to go back, edit and improve their learning in response to teachers feedback.

## **SUMMATIVE ASSESSMENTS**

**EYFS** - Statutory Foundation Stage Profile assessments are made at the end of Reception

**Year 1** - End of year assessments based on teacher assessment and statutory Year One Phonics Screening check administered.

**Year 2** - End of year assessments based on teacher assessment. These are informed by statutory Standard Assessment Tests (SATs) in Reading and Maths.

**Year 3** - End of year assessments based on teacher assessment.

**Year 4** - End of year assessments based on teacher assessment.

**Year 5** - End of year assessments based on teacher assessment.

**Year 6** - End of Key Stage Two assessments are made based on teacher assessments and Statutory Standard Assessment Tests (SATs) in Reading, SPaG and Maths.

**Teacher Assessments** are made in all subjects each term.

**Next Step Targets** are set in Reading, Writing, Maths.

**In KS1** end of year targets are set using end of EYFS results.

**In KS2** end of year targets are set using KS1 results.

**Transition Matrices** identify children's progress towards their end of Key Stage Targets. Children identified as underachieving are targeted for support. We use effective interventions based on current research to support these targeted children.

**Summative Assessments** (reading, writing and maths) are recorded on DC Pro each half term and used for early identification of underachieving groups or individuals.

**Foundation Subjects** are recorded on google drive termly.

**EYFS Summative Assessments** are recorded on DC Pro termly and used for early identification of underachieving groups or individuals.

**National Comparative Judgements** are also done regularly, one year group at a time, to ensure that our expectations, assessments and moderation is accurate on a national scale and inline with other schools around the country.

## **HOMEWORK**

Children are expected to read with an adult every day.

Spellings, key words and times tables or number bonds are also sent home at an age appropriate level.

Pupil Profiles are used from Foundation through to KS2. They consolidate learning.

Children may be asked to complete some research and/or complete a project at home as part of the POFer projects from Topic.

From time to time teachers may send home specific tasks to support learning and these will be discussed with the parent/carer.

## **MONITORING**

The local governors of the school and the curriculum committee trustees have an overview of learning and levels of attainment in school.

The senior leadership team monitor Literacy and Maths planning at least termly and set targets for improvements where necessary. They work sample throughout the year. They observe learning in each class and identify areas for development for individual teachers.

Pupil Progress Meetings are held at least termly.

Performance Management meetings focus on raising attainment.