



Teaching & Learning Policy

January 2021

Aims of the policy:

At Seascope Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises expectations and common working practices across all phases within Seascope Primary School. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

As a school, we are committed to our mission statement – ‘**Be More**’. We want our children to be more successful in school over the course of a day, a term, a school year and inspired for their whole academic career. The purpose of this policy is to provide an agreed set of standards, consistency of practice and equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced and learning is promoted for each individual learner regardless of their prior experience, ability, gender, age, ethnicity, or any other circumstance. This policy should be read in conjunction with our subject specific policies.

Principles of Teaching and Learning:

Learning is the purpose of the whole school and is a shared commitment. At Seascope Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

Our curriculum gives pupils a mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing. Personal and social education is the basis of our ethos ensuring the children’s emotional needs are met thus allowing them to excel.

We aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- encourage all children to be enthusiastic and committed learners, promoting their self - esteem, self-worth and emotional well-being;
- develop children’s confidence and capacity to learn and work independently and collaboratively;

Our Approaches –

As a school we have invested time into whole school continuous professional development across all phases as well as carrying out independent research in order to inform the practice and approaches used within school. We advocate a consistent approach to teaching and learning, strongly informed by research evidence into what works in the classroom. We recognise the importance of personalising

learning to the needs of individual children and classes. Our focus is upon all children in our classes making maximum progress across the curriculum.

We are proud to be a '**Read, Write, Inc**' school and participate in development days with an external lead from the Ruth Miskin company to continually adapt and improve the teaching of systematic phonics within early years and key stage one. As part of this, we use **silent signals** across the whole school in order to promote high levels of engagement and pace within all lessons. Silent signals include; stop – a raise hand with palm facing outwards, my turn your turn – hand to chest and then hand pointed outwards towards the children and talk to your partner – both hands pointed inwards in a turning movement.

We have more recently become a '**Big Maths**' school. Lessons are structured and follow a clear process based on the principals of the **cognitive load theory**. We believe that children need to revisit taught material in order move knowledge / information from their short term memory into their long term memory. In order to do this, we have recap sessions at the beginning or end of lessons and the children carry out weekly 5 minute challenges linking to number and wider maths, where they try to beat their last score. Children are highly motivated and staff identify pupils' misconceptions or gaps in knowledge quickly.

The cognitive load theory also forms the basis of our classroom setup in early years and key stage one through the use of continuous provision. We believe that continuous provision allows children to explore taught skills independently as well as promoting their own independent enquiry. This allows for learning to be revisited and extended. Within key stage two, where continuous provision is not set up around the classroom, teachers use 'deliberate forgetfulness' (Chris Quigley) and continuous resources within the room to revisit learning e.g. world maps, timelines and quizzes.

As a staff team, we have embarked on **Early Excellence** training and this forms the basis of our approach with nursery and reception and key stage one – particularly year one. We believe that children learn through play and new experiences and we strive to offer this through high quality, open ended resources which are accessible to all children. As a school we strive to develop independent children, who take pride in their own learning by leading it their own way, knowing their voice and opinion is heard and by learning in a safe environment where risk taking is encouraged.

We believe that early education is unique, with its focus on child development, characteristics of learning and holistic approaches and should not stop when a child leaves their reception classroom and begins their key stage one journey. We believe that our children will not only achieve National Curriculum objectives in direct, discrete lessons but also through classroom areas which are Early Excellence inspired. As a school where communication and language is such a high priority, our provision provides the context for a wide range of learning conversations between adult and child, with rich opportunities for modelling and extending vocabulary and speech. As well as this, giving the children the environment to build friendships, life skills such as team work, sharing, self-esteem building and confidence beyond the National Curriculum objectives.

Rosenshine's 10 principles of instruction underpin the classroom practice at Seascape Primary School:

1. Daily review
2. New material in small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check student understanding
7. Obtain high success rate
8. Scaffolds for difficult tasks

9. Independent practice
10. Weekly and monthly review

Curriculum Overview, Planning & Assessment

Our aim at Seascope Primary School is to ensure planning is purposeful, useful and a working document for the teacher. We believe our systems help support teachers to follow approaches and teach effective lessons.

Read, Write, Inc –The children within early years and key stage one follow the Read, Write, Inc phonics programme. Staff use the handbook where timetables and planning is outlined. All staff (teachers and teaching assistants) informally assess throughout their sessions and adapt plans where appropriate. The reading lead then assesses every child embarking on the phonics programme every six weeks in order to track progress and move children on quickly.

English – Children in year two – year six embark on our English programme which is based around their class novel. Staff are required to plan a series of lessons, using PowerPoint, following a set structure in order to ensure a systematic approach throughout school. English is planned in fortnightly blocks. Week one comprises of comprehension, features of the set genre and punctuation and grammar skills lessons. Week two comprises of a recap of skills (if needed), the planning process and the final piece of independent writing. Punctuation and grammar skills lessons all follow the same approach of Identify, Practise, Apply. This process allows children to practise skills alongside the teacher before completing a task independently. We feel this structured layout to the lesson gives all children the opportunity to be successful within each lesson. At the end of each fortnightly block, teachers assess the children’s independent piece of writing using assessment trackers. This then informs their planning for the next block of work.

Guided Reading – Children in year two – year six, who study English, embark on a daily 30 minute reading session. Within the reading session pupils read their class novel (from the long term plan) in pairs and then answer comprehension based questions linking to the appropriate key stage reading domains. Teachers plan reading sessions using PowerPoint. Each session begins with a 10-minute paired reading session, followed by direct teaching of a specific domain and independent questions linking to the same domain. Every fortnight, teachers plan a mixture of domains to assess which domains need to be revisited. This then informs their planning and assessments.

Fresh Start –Pupils in year five and six, who need extra support with their reading development, study the reading modules from the Read, Write, Inc Fresh Start programme during the allocated 30-minute guided reading time. Staff use the handbook as the basis of their planning and assess the children every six weeks to ensure rapid progress.

Additional Reading – All pupils have the opportunity to read their home school reading book in school with a staff member as well as accessing the school library to choose a book of their own choice. All pupils also have access to Oxford Reading Buddy – an online reading platform where pupils select books appropriate to their reading level and then complete a comprehension quiz afterwards. These additional reading opportunities do not require additional planning but instead require all additional reading to be logged in a class folder as well as the pupils reading journals which go between school and home.

Independent Writing – Children in years one and two, who are still completing the Read, Write, Inc programme, embark on a daily 30-minute independent writing session. This is to ensure high quality key texts are introduced to the children and to ensure that all children have the opportunity to write independently across the course of the week. Independent writing sessions follow a similar planning process to the English sessions. They focus around punctuation and grammar skills and use the same structure of Identify, Practise and Apply across the course of a week. Teachers then assess children's independent writing at the end of each week in further inform planning. Children within year two may embark on the independent writing programme over the course of three weeks. This allows the teacher to use the same structure of English and plan for a genre. It gives the children more opportunity to write for a given purpose and at length. Children within reception also have independent writing books, however writing is collated from independent tasks within areas of continuous provision. Teachers may also plan for opportunities to write across the curriculum.

Mathematics – We are a 'Big Maths' school and advocate the programme which is based around the cognitive load theory. The terms CLIC and SAFE are used throughout and mean Counting, Learn Its, Its Nothing New and Calculation, as well as, Shape, Amounts, Fractions and Explaining Data. Staff plan maths lessons online using the planning tool on Big Maths website or using a word document template agreed by school.

Within early years, teachers use the Big Maths objectives throughout their continuous provision as well as planning to carry out discrete CLIC sessions / games using Big Maths / Little Big Maths. Within key stage one, teachers plan for one hour of maths per day. Within key stage two, teachers plan for one and a half hours of maths per day.

Within these sessions, there is a clear focus from either CLIC or SAFE. The focus changes as a whole school as we react to children's assessments from their weekly 'Beat That' challenges. Within a typical Big Maths session within key stage one, teachers will plan to count and recall some learn it facts and then go onto the main focus of their lesson from SAFE. The next day they may plan to cover Its Nothing New and Calculation before going into their main session. Within a typical Big Maths session within key stage two, teachers will plan a main focus from SAFE and will use the additional 30 minutes to cover all elements of CLIC with a focus on recall rather than new learning. Across the course of the week all children complete CLIC, SAFE and Learn It challenges within their maths lessons, where they try to beat their previous score. Teachers input this data onto the Big Maths website and use any common errors to inform their planning for the following week or for intervention groups.

Science – We recognise science as a core subject and plan for this discretely outside of our topic themes. One science lesson is taught each week using Plan Bee planning and resources as appropriate. All science topics are planned for on a long term plan to inform staff which unit of work they will study each half term.

Foundation Subjects (Topic – Geography, History, Design & Technology) –

Our topic lessons consist of three foundation subjects; geography, history and design & technology. Topics titles and key focuses for each topic are planned for on a long term plan. Key stage one study three topics across the course of a year whereas key stage two study four topics across the course of a year. Our topics are based on a two year rolling programme as we do have mixed age classes most years. All objectives have been mapped out to ensure the correct coverage. This allows each topic to have a lead subject e.g. History would be the main focus of the topic Stone Age – Iron Age. Teachers plan for topic lessons using a pre-populated medium term plan which outlines which objectives must be covered within each topic. These objectives are non-negotiable to ensure coverage is correct across the course of each key stage. Due to the two year rolling programme, this allows staff some flexibility

within each topic to recap and revisit learning as appropriate for their class as well as using continuous provision as a basis of learning within key stage one. Teachers assess children throughout the topic using objective lead assessment trackers.

Other Foundation Subjects: All other foundation subjects are taught discretely either by the class teacher or through our 'Golden Time' provision on a Friday afternoon.

Art – planned for by the art lead and taught during golden time. Teachers also carry out an art week at the beginning of every topic to inspire the children and cover a range of stimuli throughout the year.

Music – planned for by the music lead and taught during golden time. Durham Music Service also carry out discrete music lessons within key stage two.

French – planned for by the MFL lead and taught during golden time.

PE – plans are accessible on our shared drive which focus on teaching specific skills in order to effectively join in with a core task (game.) Lessons are taught by the class teacher once per week. The children then access OPAL, football, active playground games and 'a mile run' across the course of the week to ensure a second hour of PE.

PSHE – Happy Centred Schools is the basis of all PSHE plans which staff access independently. PSHE is taught by the class teacher x3 per week following the long term planning units, P4C and outdoor activities

RE – RE is planned for by the class teacher using a school planning template following the long term plan of units set out within Durham Syllabus.

Computing – Computing is planned for by the class teacher following the long term plan of units outlined by the computing lead.

Early Years – A range of open-ended themes are used within early years to ensure teachers give pupils new experiences and introduce new knowledge and vocabulary. These themes are the basis of enhancements and activities within continuous provision and are planned for each week. Teachers also follow the children's interests within early years and adapt 'in the moment' to further extend key learning. There are weekly opportunities within the planning to react to the children's interests and to allow flexibility across the course of each week.

Below are the total hours dedicated to each subject:

2 year olds- Full time continuous provision with 1 group time daily with a prime/ specific area focus changing daily for 10 minutes

Nursery am/pm session-

Early phonics- 30 minutes (2x 15 minute inputs)

Gross / fine motor development- 20 minutes

Maths- 30 minutes (2x 15 minute inputs)

Physical development/ PE adult initiated- 45 minutes

Topic related input- 45 minutes (3x15 minute inputs)

Continuous provision indoors/ outdoors- 7 hours

Reception-

Read, Write, Inc – on average 3 hours 20 minutes

Maths - 2 hours 30 minutes

PE- 1 hour plus 45 minutes Jump Start Johnny

Music- 30 minutes

PSHE- 30 minutes

RE- 30 minutes

Foundation subject/ topic input/experience- 45 minutes (3x 15 minute inputs)

Continuous provision indoors/ outdoors- 10 hours

KS1

Reading & Writing: 7 hours 30 minutes

Mathematics: 5 hours

Science: 1 hour minimum

R.E: 1 hour

Computing: 1 hour

P.E: 1 hour discrete. 1 hour additional

PSHE: 1 hour

Topic / Foundation Subjects -Golden Time: 6 hours

KS2

Reading & Writing: 7 hours 30 minutes

Mathematics: 6 hours 30 minutes

Science: 1 hour minimum

R.E: 1 hour

Computing: 1 hour

P.E: 1 hour discrete. 1 hour additional

PSHE: 1 hour

Topic / Foundation Subjects -Golden Time: 4 hours 30 minutes

Assessment & reporting

Outlined above are the assessment measure for each subject. Additional or timed assessments are listed below:

- Termly assessments input into SIMS using information from ongoing assessments
- NFER tests / SATs / Salford reading age tests carried out termly to further inform teacher assessments
- Reporting to parents termly – reports and parents evening

Differentiation

At Seascope Primary School, we have high expectations of all of our learners and so that they can demonstrate what they can do, understand and achieve. Teachers differentiate lessons in accordance with the individual needs within their class by:

- Using progression ladders to address any misconceptions or missing prior knowledge quickly to move learning forward
- Adjusting the pace of the lesson
- Using the process of ‘my turn, your turn’ so skills are explicitly taught and practised before completing tasks independently
- Using a range of resources to support or challenge individual pupils
- Setting a range of outcomes
- Deploying teach assistants effectively within sessions

Within planning, references to differentiation are made if appropriate. Whilst planning on PPTs this could be a note on the bottom to remind the teacher of their plans. All teachers ensure Individual

Education Plans are in place for those children in need of additional support and 1:1 teaching assistants are used effectively and appropriately throughout lessons.

Class Room Organisation and Resources

Classrooms set ups ensure there are opportunities for pupils to learn in a variety of ways such as;

- Paired work
- Group work
- Whole class work
- Individual work

Within early years and key stage one, the classroom set up will reflect the principles of Early Excellence as there will be opportunities throughout the day for children to embark on their own independent learning within continuous provision.

All classrooms are organised so that they are inviting and have a continuum of resources which are regularly used by the children such as:

- Pencils, erasers, pencil sharpeners, blue pens, purple pens, rulers, whiteboard pens, whiteboards and coloured pencils. The way these resources are organised is down to the individual classroom teacher but there will be enough for each child
- Reading area which has comfortable seating such as cushions and a range of texts which link to appropriate feature authors in order to inspire the children with a love of reading
- Charts / posters / displays as appropriate. At Seascope we encourage active displays which are used and referred too throughout lessons.

Classroom and central resources are the responsibility of the classroom teachers and subject leaders who ensure that:

- Resources needed are appropriate, accessible, labelled and stored correctly
- Children know where to find learning materials within their classroom and around school so that they can be independent within their learning
- Resources are valued by all

Specialist resources are stored in curriculum cupboards accessible to all, and will be regularly audited by subject leaders. Consumables are replenished as necessary. All pupils are taught how to use all resources correctly and safely, with care and respect and with regards to health and safety and waste.

Within school, children are expected to move sensibly around school for different lessons if appropriate. Children who study Read, Write, Inc and Fresh Start will move to a different classroom or area of the school with their phonics teacher and then transition back to their class for the remainder of the day.

Children participating in intervention will complete a 10-minute burst within their classroom, outside of their classroom or in the cloakroom with their teaching assistant. Children will not leave the classroom for prolonged periods of time or transition to different areas of the school.

Marking & Feedback

Key Principles

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children

are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. Therefore:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- standardised marking codes are used by all staff throughout school

For further information please see: Marking & Feedback Policy

Monitoring and Evaluating

Evaluating and monitoring is a central process carried out by all at Seascope Primary School. Classroom teachers evaluate and monitor children's progression, attainment and standards across all subjects. Teaching assistants evaluate and monitor key interventions and group work carried out. Pupils work is monitored and moderated regularly in each of the curriculum areas by subject leaders and the deputy headteacher or headteacher. Staff meetings are assigned to teaching and learning where moderation and monitoring discussions take place to share best practice across the school.

Pupil progress meetings are held by the deputy headteacher and headteacher half termly to discuss the impact of lessons and interventions linking to the key areas from the school improvement plan. Additionally, the performance management cycle informs teaching and learning and triangulates evidence of monitoring and evaluating. (See Performance Management Policy)

Date Reviewed: 21.01.21

Reviewed By: A.Moorfield (Deputy Headteacher)