

Addison Primary School



**Autumn 2024
Approved
Teaching and Learning Policy**

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AIMS OF THE POLICY

At Addison Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. 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.

This policy should be read in conjunction with the following documents (English, Assessment, Maths, SEND, Homework and Curriculum).

1. Principles of Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Addison 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.

Working in partnerships, we aim to:

1. Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
2. Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attainment;
3. Enable each child to achieve well in all areas of learning by inspiring them to love learning and to help them to grasp core skills, concepts and knowledge;
4. Help each child to develop independence, self-discipline, motivation, confidence, kindness and inter-personal skills;
5. Help each child to develop respect for themselves, others and their environment and to recognise the opportunities he/she has in our society;
6. Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
7. Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
8. Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
9. Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
10. Encourage children to respond positively to the opportunities and be resilient in the face of challenges and demands of a rapidly changing world;

11. Encourage children to value the diversity in our society and the environment in which they live;
12. Encourage children to become active and responsible citizens, contributing positively to their community and our society.

2 Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

1. Esteeming children as individuals and respecting their rights, values and beliefs;
2. Fostering and promoting good relationships and a sense of belonging to the school community;
3. Providing a well ordered environment in which all are fully aware of behavioural expectations;
4. Offering equal opportunities in all aspects of school life and recognising the importance of different cultures, races, religions, genders;
5. Encouraging, praising and positively reinforcing good relationships, behaviours and work;
6. Working as a team, supporting and encouraging one another.

Teachers will:

1. Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
2. Recognise and be aware of the needs of each individual child according to ability and aptitude;
3. Ensure that learning is progressive and continuous;
4. Be good role models, punctual, well prepared and organised;
5. Provide clear information on school procedures and pupil progress;
6. Have a positive attitude to change and the development of their own expertise;

Parents are encouraged to support their child's learning by:

1. Ensuring that their child attends school regularly, punctually, is well-rested and in good health;
2. Ensuring that their child arrives at school wearing the correct uniform and bringing any necessary equipment;
3. Providing support for the discipline within the school and for the teacher's role;
4. Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
5. Participating in discussions concerning their child's progress and attainment;

6. Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
7. Support the school's homework policy/procedures and give due importance to any homework;
8. Ensuring that all contact addresses and telephone numbers are up to date and correct;
9. Allowing their child to become increasingly independent as they progress throughout the school;
10. Informing the school of reasons for their child's absence;
11. Supporting the Home-School Agreement.

School will support parents by:

1. Providing learning workshops to ensure parents are aware of the school teaching practices.
2. Giving adequate notice for school trips and visits.
3. Meet with parents at least two times a year to discuss their child's progress.
4. Ensure the website is informative and up to date.

Pupils are encouraged to support the school's aims by:

1. Attending school regularly and punctually;
2. Being organised, bringing necessary equipment, taking letters home promptly, etc.;
3. Conducting themselves in an orderly manner in line with the expected behaviour policy;
4. Taking increased responsibility for their own learning (returning homework on time, changing reading books regularly, ensuring they have the equipment they need etc.).
5. Following our school values

The community is invited to support the school by:

1. Contributing to activities, such as assemblies, specialist outings, clubs, etc.;
2. Presenting themselves as positive role models to be emulated;
3. Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
4. Supporting school events;
5. Voluntarily helping in the classroom.

3 Planning

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between Senior Leaders, staff, children, parents and approved by governors.

At Addison Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE.

We follow a cross-curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Teachers are to refer to their planning handbook for support and guidance when planning.

Medium term planning takes place termly, with reference to the National Curriculum (2014) and Early Years Foundation Stage. This results in the production of Long term planning outline and learning maps. This is further supported by weekly planning which reflect the approach to the curriculum as outlined in the curriculum handbook. PE (swimming instruction with specialist teachers takes place at a local swimming pool for year 4) and Music are taught by specialist teachers and are planned in accordance with the national curriculum.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time is planned for segregated daily/ weekly lessons as continuous study throughout the term. At Addison Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

1. Taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
2. Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
3. Monitoring progress in their subjects and advising senior leaders on actions needed;
4. Taking responsibility for the purchase and organisation of central resources for their subjects;
5. Using release time to support colleagues and evaluate the progress of pupils;
6. Keeping up-to-date through reading and attending relevant courses;

4. Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

1. Whole class teaching;
2. Group work, organised according to appropriate criteria (i.e. ability, mixed ability, tribes/families);
3. One to one teaching;
4. Collaborative learning in pairs or groups;
5. Independent learning.
6. All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.
7. The classroom will be organised to facilitate learning and the development of independence. For example:
 - a. resources in each area will be in an accessible place with clear labels;
 - b. areas for imaginative play in EYFS will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
 - c. pupils will be involved in the maintenance and care of all equipment and resources.
8. Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.
9. Classroom support is available in the form of teaching assistants, learning support assistants and volunteers. These are used at the discretion of the class teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits.
10. Excellence and effort is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' and 'Values Star' awards are given weekly to celebrate individual, academic or behavioural achievement. A positive learning text is sent weekly to parents as a reflection of their child's positive attitude towards learning.
11. Children's confidence and self-esteem is built through class drama sessions, debates, assemblies and end of year productions.

6. Differentiation

In order to always have the highest possible expectations of individual learners so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- Pace
- Content
- Task
- Resources
- Extension
- Autonomy
- Outcome
- Teacher/adult support

Teachers will differentiate through support, resources or task.

Pupils with special educational needs (including children who are exceeding year group expectations) receive support provided by a learning support teacher, 1:1 support or our inclusion manager where appropriate. Extra support is given in the classroom from learning support assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy).

7. Homework

Homework is considered to be a valuable element of the learning process. At Addison Primary School, we use a range of different tools for homework.

We believe that homework should be set:

1. To involve parents in their children's learning;
2. To encourage children to talk about their work to their parents and explain what they are doing and how;
3. To extend the time for learning, thus enabling children to practice and consolidate their skills and knowledge and strategies;
4. To prepare children for secondary school experiences of homework;
5. To view learning as a lifelong process and not just restricted to school hours.

The school's agreed practice for homework is that:

6. Homework is set on a weekly basis for Phase 1 and daily for Phase 2.
7. In Phase 2 where homework is set daily, children will mark the homework daily in order receive instant feedback and address misconceptions.
8. Homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
9. Homework may sometimes consist of preparation for work yet to be done;

10. Children should understand exactly what they are expected to do, how to do it, and how long it should take;
11. Homework should sometimes involve the participation of the parents;
12. Children who have made insufficient effort during class time may occasionally be asked to complete work at home.
- 13.

7. Monitoring Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage/step in his/her learning.

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and senior leaders. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. Senior leaders will observe each class teacher in a specified curriculum area on a regular basis. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

Formal summative assessment is carried out at the end of the National Curriculum Key Stage 2 (i.e. in Year 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. The Multiplication test check is carried out in Year 4. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/Early Years within three weeks of starting school and Foundation Stage Profiles are maintained.

Suitable tasks for assessment include:

1. Group discussions;
2. Short tests in which pupils write answers;
3. Specific assignments for individual pupils;
4. Discussions in which children are encouraged to appraise their own work and progress;
5. Pupil observations;
6. Mid-term and end of year assessments;
7. End of key stage assessments (SATs).

8. Marking and Feedback

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

Effective marking:

Helps children understand how to improve and comments aim to be positive and constructive (refer to learning objective and follow marking policy).

Is often done while a task is being carried out through discussion between child and teacher;

Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (see assessment procedures)

Cross phase continuity is ensured by:

1. Pre-school liaison meetings;
2. Cross-phase liaison meetings;
3. In-school liaison meetings between staff;
4. Liaison meetings between year 6 teachers and those from prospective secondary schools (where necessary and appropriate);
5. Visits to secondary schools by year 6 pupils;
6. Transfer of pupil records of progress and summative assessment results.
7. Records of progress kept for each child are updated as a minimum termly by teachers and examined by class teachers at the start of each academic year as they prepare for a new class;

Appendix:

1. Teaching and Learning Diagram
2. Class timetables
3. Assessment Framework
4. Homework Procedures
5. SEND Strategy

Addison Primary School

Teaching and Learning Policy Overview

Learning is inspiring and helps to ensure children reach their potential.

1. Preparing for the lesson

When planning and delivering the lesson, previous learning has been accounted for. Pupils are engaged and challenged and they have the opportunity to 'close the gap' in their learning.

2. Learning reflects age related expectations for the children.

3. Questions establish children's understanding. Open questions and activities such as 'odd one out' allow children to demonstrate their existing knowledge. The use of mini whiteboards and a range of recording tools allow teachers to assess current understanding.

The teacher supports and extends their thinking.

Are the children making progress? Is new learning being taught? Are the children consolidating previous learning? Do the children understand how to meet the LO?

4. Answers given by pupils are used by the teacher to inform their teaching. Lessons are adapted to support every pupil.

5. The teacher explicitly models the use of the success criteria and the completion of the learning objective.

Resources

Supportive of pupil achievement and encourage pupil independence.

The learning walls, mini wipeboards, writing frames and other resources allow children to recognise links in their learning further promoting independence.

8. Oral Feedback

Supports and extends pupils thinking. The correct vocabulary linked to the success criteria is clearly modelled and used.

Pupils are given the opportunity to reflect on their achievements. They are given the opportunity to self and peer assess.

7. Mini plenaries

Are used within the lesson to ensure pupils are making progress and challenged.

6. Learning is scaffolded through mini activities and guided groups to ensure pupils make excellent progress.

think - pair - share
watch me - tell me - show me

9. Feedback follows the marking policy and is personalised. It must be given to every child - and should refer to the success criteria to support, inform and extend their understanding.

1. Daily Timetables

EYFS

	8:30 - 8:55	8:55 - 9:00	9:00 - 9:10	9:10 - 9:40	9:40 - 9:55	9:55 - 10:55	10:55 - 11:20	11:20 - 12:15	12:15 - 12:20	12:20 - 12:50	12:50-1:00	1:00-1:50	1:50 - 2:30	2:30 - 2:50	2:50 - 3:00
Mon	MORNING ACTIVITY / WELCOME	REGISTRATION	SINGING SONGS	Speed Sounds / Hold a Sentence	SNACKTIME	Freeflow	Story time	LUNCHTIME	REGISTRATION	Maths	SNACKTIME	Freeflow & tidy-up	PSHE	Speaking & listening	Home time prep.
Tue				Speed Sounds / Hold a Sentence			Story time			Maths			PE	Speaking & listening	
Wed				Speed Sounds / Hold a Sentence			Music			Maths			Science	Speaking & listening	
Thur				Speed Sounds / Hold a Sentence			Story time			Maths			Art	Speaking & listening	
Fri				Speed Sounds / Hold a Sentence			Story time			Maths			RE	Speaking & listening	

KS1

	8:30 - 8:45	8:45 - 8:50	9:00 - 9:30	9:30 - 10:30	10:30 - 10:45	10:45 - 11:45	11:45 - 12:40	12:40 - 12:45	12:45-1:00	1:00 - 1:45	1:45 - 1:55	1:55 - 2:40	2:40 - 3:05
Mon	MORNING ACTIVITY	REGISTRATION	Assembly	English	BREAKTIME	Maths	LUNCHTIME	REGISTRATION	Spellings	Science	BREAKTIME	Science	STORYTIME
Tue			Phonics consolidation	English		Maths			H/writing	Art		Art	
Wed			Phonics consolidation	English		Maths			H/writing	History		History	
Thur			Phonics consolidation	English		Maths			H/writing	PSHE		Music	
Fri			Singing assembly 8:55-9:15	English		Maths			Spelling test & KIRFS	PE		Knowledge Recap	

KS2

	8:30 -8:45	8:45 -8:50	8:50 -9:15	9:15 -10:00	10:00 -11:00	11:00 -11:15	11:15 -11:25	11:25 -12:25	12:25 -1:20	1:20 -1:25	1:25 -2:25	2:25 -2:55	2:50 -3:05
Mon	Homework Consolidation	REGISTRATION	Assembly 9:00-9:30	Handwriting & spelling test	English	BREAKTIME	Reading for pleasur	Maths	LUNCHTIME	REGISTRATION	Art 1:25-2:20	Spanish 2:20-3:05	
Tue			Spelling	Guided Reading	English		H/writin g	Maths			Science		STORTIME
Wed			Spelling	Guided Reading	English		Reading for pleasure	Maths			Music hub		
Thur			Spelling	Guided Reading	English		H/writi ng	Maths			History		
Fri			Singing assembly 8:55-9:15	PSHE 9:20-10:00	English		KIRFS	Maths			Swimming		

2. Addison Assessment Framework

Assessment Principles

We firmly believe assessment is integral to high quality teaching and learning. It helps us ensure that our teaching is appropriate and meeting the needs and aspirations of all our pupils. There is a commitment from the whole school community to invest in continuous review and training to ensure assessment systems used are accurate, manageable and fit for purpose. This will ensure honesty and transparency of practice.

In order for outcomes to be conveyed in an open way that assists pupils with their learning, we will encourage all pupils to be fully involved with their learning journey. Assessment information must therefore be meaningful and understandable in its presentation. Teachers will use this information to reshape and refine activities within lessons and provide parents with purposeful information to enable them to support appropriately at home.

Feedback provided to pupils will be used to inspire greater effort and we will use assessment objectives to set high expectations for all.

Principally we are committed to working with colleagues within and beyond the school to achieve consistency in approach; formed according to common principles. This will enable comparison locally and nationally.

Methodology

- Assessment serves many purposes, but the main purpose in our school is to enable teachers, parents and pupils to plan their next steps in learning.
- We will use outcomes from assessment to check and support teaching standards across the school.
- We will compare our performance with others
- We will view the whole child and their journey with us from entry to end point with periodic assessment matched against what children are normally expected to have mastered at given developmental points.
- Criteria for assessment will be composed of national and school curriculum milestones
- Pupils will be assessed at developing, meeting and exceeding relevant criteria for the year
- An effective recording system will enable carefully monitoring so no pupil is left behind and will trigger additional support or intervention

- Assessment judgements will be backed by a body of evidence created using observation, work sampling and testing
- We are committed to moderation to ensure our assessments are fair and reliable

Outcomes

Assessments will be used to:

- Summarise attainment and progress
- Inform future planning
- Ensure all pupils are stretched
- Communicate outcomes to parents through structure conversations
- Parents receive rich, quantitative profile of what has been achieved and indicate what to do next

Formative Assessment

Summative assessment alone should not be used to assess where the children are and how they are doing. We believe in the use of formative assessment. Effective questioning and marking of books will provide evidence of the progress the children are making. When assessing children formatively, a teacher (and teaching) needs to consider:

Where are Pupils Now?	
Strategy 1:	Offer regular (and specific to learning objective) feedback.
Strategy 2:	Teach pupils to self-assess and set goals.
Where are they Going?	
Strategy 3:	Provide pupils with a clear and understandable vision of the learning target.
Strategy 4:	Use examples and models of strong and weak learning.
How Can I Close the Gap?	
Strategy 5:	Design lessons to focus on one learning target or aspect of quality at a time.
Strategy 6:	Teach pupils focused revision.
Strategy 7:	Engage pupils in self-reflection, and let them keep track of and share their learning.

Summative Assessment

Summative assessment provides teachers with valuable information such the knowledge the child has acquired and the areas of learning the child will require further support in. Teachers are to use this information to inform their planning in order for children to make progress. Children will be assessed (summative/tests) at key times in the year. These tests are to capture a snap-shot of the learning up to a particular point. The tests should confirm your judgements from your formative assessment (marking).

Assessment Timetable

Aut 1	Reception and Nursery Baseline
	<u>Formative Assessment</u> Teacher judgement and assessment <ul style="list-style-type: none"> • Tracking grid • SMART targets
Aut 2	Pupil Progress Meetings
	<u>Summative Assessment Week</u> <ul style="list-style-type: none"> • White Rose • NFER Reading • Progress review document • Writing- SMART Targets
Spr 1	<u>Formative Assessment</u> Teacher judgement and assessment <ul style="list-style-type: none"> • Tracking grid • Progress review document
Spr 2	<u>Summative Assessment Week</u> <ul style="list-style-type: none"> • White Rose • NFER Reading • Progress review document • Writing- SMART Targets
	Pupil Progress Meetings
Sum 1	KS1 &KS2 Tests
	<u>Formative Assessment</u> <ul style="list-style-type: none"> • Teacher judgement and assessment • Tracking grid • Progress review document • SMART targets
Sum 2	Pupil Progress Meetings
	Reception GLD data input
	Pupil Progress Meetings
	Year 1 Phonics Check
	Progress report and class analysis for next academic year

3. Addison Homework Approach

At Addison we believe that a good, well-managed homework programme helps children and young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education. We value the support and guidance parents give to children at home and we are fortunate at Addison Primary School to have fully supportive parents that recognise learning continues beyond school.

Reading

Reading should be part of a child's regular routine. Children should be reading at least five times a week. In EYFS/KS1 a minimum of 10-15 mins each time is recommended and in KS2 this should increase to up to 25-30 minutes.

Reading is a fundamental skill and children should be encouraged to read a wide range of reading material to help develop a wide and varied vocabulary. It is important to read to children as well as hear them read. There is no requirement to rush through a reading scheme or only read a reading scheme book. It is far more important that children develop a love of reading and are fully developing their comprehension skills in addition to decoding as they progress with reading.

Maths

We expect children to regularly practise maths skills. Pupils from Years 1 to 6 should be practising their multiplications on TT Rockstars regularly several times a week.

Spellings

Spellings are sent home weekly for (Y1-5) and daily for Y6. They might relate to tricky words, high frequency words, important spelling patterns/rules following our SCODE scheme and statutory spelling lists for year groups. Children in KS2 will also be sent weekly grammar homework.

Creative Homework (Y1-Y6)

Creative Home Learning is based around a topic 'Knowledge Organiser' in KS2. Children will initially learn facts from their Knowledge Organiser about their topic. Knowledge organisers are sent home so that you can support your child with learning key facts within their topic. During topic lessons the children will then apply their knowledge to develop their learning further across a range of subjects.

Creative learning is an opportunity for children to be more creative, develop skills in a cross-curricular way and understand their topic in greater depth. Topic homework will cover a range of subjects and will be set once a week. Creative homework does not mean that the children have to 'make something' each term as teachers provide a variety of choice including writing activities as well as practical activities and research.

Creative Homework and Knowledge Organisers can be found on our website under the Year Group pages and in your child's homework book. These documents will be updated each half term to relate to the relevant topic. If you have any questions, please do not hesitate to email your child's Class teacher.

4. SEND Strategic Approach

We undertake a graduated approach at Addison. This means if the child fails to make progress by normal means then we gradually increase support into teaching and the curriculum.

There is a three tiered approach to supporting a child's learning:

- **Wave 1** - Inclusive quality first teaching
- **Wave 2** - Additional Interventions to enable pupils to work at age related expectations
- **Wave 3** - Highly personalised interventions

<u>Wave 1 Universal</u>	– this is the quality first teaching that children receive from her/his class teacher and may include some very minor adaptations to match learning needs.
<u>Wave 2 Targeted</u>	- it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to a child's learning. This takes the form of a graduated four part approach of: a) assessing a child's needs b) planning the most effective and appropriate intervention c) providing this intervention d) reviewing the impact on a child's progress towards individual learning outcomes.
<u>Wave 3 Specialist</u>	– pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators are monitored and it may be necessary to seek specialist advice and regular long term support from a specialist professional outside of the school in order to plan for the best possible learning outcomes for the child. The school may need to prioritise referrals to these services.

Adopted: Autumn 2024

Review date: Autumn 2027