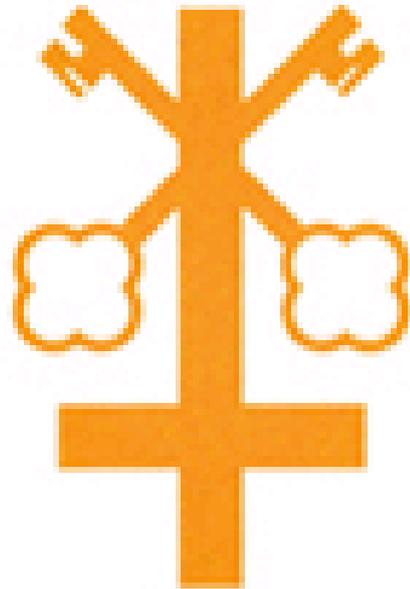




St Peter's C of E Primary School

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Curriculum Teaching & Learning Policy

Teaching & Learning Policy **(Reviewed Autumn 2016, Next Review Autumn 2017)**

Mission Statement - Ethos and Values

Our values are informed by the values central to Christianity.

We are ambitious- we want each member of the school to discover and realize their true potential in a Christian environment.

Aims:-

We want to be:-

- A school which challenges, excites and inspires all pupils and staff to learn
- A community to which children, parents, staff and governors feel they belong.
- A school which builds confidence, commitment and respect for each other
- A school which worships prays and celebrates the love of God wherever it is found.
- A school that is proud of the culturally diverse community which it serves

Curriculum Statement

The Teaching & Learning Policy is the most fundamental Policy which underpins the whole curriculum. At St. Peter's we offer a broad, balanced and creative curriculum which

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepares pupils at the school for the opportunities, responsibilities and experiences of life long learning.
- Reflects and promotes the richly diverse community which the school is proud to serve

It is the entitlement of all pupils to have access to a number of areas of learning, developing their knowledge, understanding, skills and attitudes necessary for self-fulfilment and development as active and responsible citizens.

The curriculum offered supports the Government's 'Excellence and Enjoyment' Paper, with a continual drive to ensure high standards in all subjects and personal learning.

In the Early Years, the curriculum is based upon the Foundation Stage Curriculum for the Foundation stage. The curriculum for the rest of the school is based on the National Primary Strategy, the National Literacy and Numeracy Frameworks and the New Primary Strategy.

We are developing a Creative Curriculum which is skills based and topics are themed through Geography and History.

We provide an inclusive curriculum to cater for all children, including S.E.N, E.A.L, gifted and talented.

The S.D.B.E syllabus is followed for R.E. An essential element of the church school is that it offers the children in its care and opportunity to embrace the Christian values central to its mission. At St. Peter's therefore, we aim to provide a wider range of opportunities, which contribute to the growth of the individual. Great emphasis is placed upon mutual respect and a concern for others.

Subject Link Governors are invited to come and sit in on lessons and discuss action plans with subject co-ordinators.

Diversity & Equal Opportunities

All staff and pupils are charged with the responsibility of promoting equal opportunities throughout their work in the school, and when representing the school in a range of events. All staff and pupils, irrespective of social background, culture, race, gender, age, differences in ability and disabilities are entitled to a number of areas of learning and are offered training and a curriculum to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

The Management of Teaching and Learning

To enable teaching and learning to be successful it must be managed as follows:

Classroom Organisation

Classrooms are specifically organized to enhance the learning progress through group work, collaboration and whole class teaching. In each class there are stimulating displays of children's work that are interactive and thought provoking. These are important in focusing the children on current concepts being taught and learnt. There is a RE and Prayer area in each class where displays need to be changed according to the topic being covered. Throughout the school there is a focus on independence and autonomy in the classroom and teachers ensure that pupils know where to access class resources. Children are expected to maintain a high standard of behaviour and know the purpose of what they are doing. Pupils should be involved in discussion and decisions on class rules at the beginning of the academic year and they should be referred to on a regular basis.

Behaviour

Good behaviour and self-discipline are essential pre-requisites and products of appropriate teaching and learning. St Peter's Behaviour Policy identifies the essential partnership, between school, parent and child and copies are held in the office or on the school website. Pupils have the right to have their concerns recorded in the Incident books and also know what has been written about the incident. Incident Books are kept by all staff and are monitored by the Head. (See Behaviour Policy for further information).

Planning

Planning is essential to ensure continuity and progression in delivery of the curriculum. Teachers plan for Literacy and Numeracy on a weekly basis (other subjects half termly) and have a phase meeting once a week with their year group partner and TAs. (YN/YR, Y1/Y2, Y3/Y4, Y5/Y6). A copy of the plans are kept on the Shared server and displayed in class. Planning is maintained at three levels; Long, Medium, and Short Term.

Long Term Plans

Teachers follow the New Primary Framework for Literacy and Numeracy. Foundation subjects are planned by adapting the QCA units of work. The R.E. scheme of work is taken from the SDBE and follows the Liturgical Year. This is available separately on the shared area in Religion; a hard copy is also kept by the R.E. curriculum leader.

A Creative Curriculum Framework Maps out topic and subjects taught across KS1 and KS2 for the year.

Nursery and Reception follow the EYFS curriculum.

Medium Term Plans

Currently teachers are annotating and adapting the QCA plans and copies are given to subject co-ordinators for monitoring

Short –Weekly Maths and Literacy Plans

Weekly lesson plans for Maths and Literacy are written in the agreed format. They include the following:

- Learning objectives which are specific and focused.
- Expected Learning Outcomes
- Teaching activities split into the 3 part lesson.
- Resources
- Evaluation
- Differentiation
- SEN Provision
- EAL Provision
- Gifted and Talented
- Use of ICT for staff and pupils

A copy of these weekly plans is shared with teaching assistants, displayed in each class and a copy is given to a Head/ DH and Lit Co/ Maths Co when a teacher is being observed.

Timing of lessons is specified, as are opportunities for assessment and key questions to be asked, which are open, interactive and challenge children. Mathematics and Literacy plans follow the Literacy and Numeracy formats. (See attached). These are displayed in class on a weekly basis and shared/discussed with TAs.

These lesson plans, which include evidence of evaluation and assessment for each lesson are available for the Head teacher/DH for monitoring each half term and are kept in year group files on the shared server each year.

Every teacher has a planning file. Short and medium term plans are contained in this.

The Lesson Structure

Virtually all lessons follow a simple 3 part structure.

Introduction, Main Activity and Plenary.

- **Introduction - This is short and pacy.** It often includes a game or an activity to attract the children's attention. It is used to introduce the subject and discuss the learning objective, which is written on the board. The teacher may also use this time to assess how much the children know about the subject already and set success criteria for meeting the learning objective. Gifted and Talented children should be given extended activities as soon as possible. (The introduction should be around 10-15 minutes so children stay focused).
- **Main Activity** - Here the teacher outlines the main tasks and may introduce a new concept. The children carry out the activity with the teacher focusing on one or at most two groups. Gifted & talented groups should have their own activity that has challenge, they should be put to work as soon as possible but should have input from the teacher during the lesson.

- **Plenary** - A short plenary at the end of a session will draw the class together. It emphasises what has been learnt and deals with any misconceptions. Often the teacher will link the session with new learning for the following lesson or homework as well as ask the children to speak about what they have done and learnt. This gives the teacher valuable information for evaluation and links to the "learning objective, success criteria, and learning outcomes". A plenary may not be necessary for extended writing activities.

Vocabulary

Teaching the correct vocabulary for a subject is an important aspect of learning. Usually teachers will display a range of new words in their classrooms relating to the current subjects being taught. (On the Learning Wall). Key words when possible should be included at the planning stage, in Mathematics, English and Science and Foundation subjects.

Evaluations and Assessment of Lessons and Planning

To ensure reflective teaching of a high standard all staff should evaluate the lessons they have delivered. Staff use the agreed assessment box on the agreed planning format for each Maths and Literacy lesson. When staff evaluate how the lesson went, any specific misunderstandings or misconceptions, any particular children that need support and implications for the future / next lesson should be noted. TAs carry out their own assessments on groups or individuals and feedback to the class teacher informally and formally at weekly phase meetings. This evaluation and assessment helps inform the following week's planning and also the medium term plans. Those who did not or are not secure in their learning should be identified with what action is to be taken. Action taken and progress made should be recorded in children's books and/or assessment file. Assessments for writing, Reading and Maths will be carried out on a daily basis. An assessment will be made at the beginning of the academic year, at the end of each term or on entry to school through the new APP guidelines (see Assessment policy).

Books

The children work in exercise books on the whole. The colours and designs of these are set, to provide continuity of presentation. The allocations are displayed in the storeroom.

Reading

Each classroom contains a class book area/corner, which has reading material in the form of picture books, novels and group reading material. Class reading books can go home but not group reading books. Reference books for further study are incorporated in the class book corners. Parents are expected to record in Reading Diaries when children read at home. Reading is assessed each time a child is heard to read during guided group or individual reading (for those pupils targeted for further support) which takes place outside the Literacy lesson.

Special Educational Needs

The code of practice (DFC&S 1994) is followed. The class teacher reports children identified with Special Needs to the SENCO and advice is sought where necessary. Class assistants, class teachers and the SENCO give support and individual education programmes up to School Action Plus. Special Support Assistants are employed by the school to support statemented children, with the class teachers and SENCO's guidance. Termly and annual reviews are held between interested parties and progress is carefully monitored. Some children do not achieve as much as they might because they have experienced emotional and social trauma. The school provides weekly counselling for the most needy, working closely with Kids Company who have trained therapists on site to deliver one to one

counselling for very vulnerable pupils and sometimes their parents too. All teachers have a Kids Company referral form in their SEN files records pupil's needs. The school now has a PDC (Pupil Development Centre) on site named Peter's Place by the pupils- this is a space for identified pupils to work on specific emotional literacy programmes with the school's Learning Mentor. PDC referral forms are also kept in the class teacher's SEN file. There is a cause for concern form on the shared server that teachers and TAs can record names of children to inform the SENCO who is also the school's designated person for safeguarding.

Marking

Marking of children's work is completed using an agreed set of marks; which are displayed in each classroom. Comments focus on whether the child has met the learning objective of the lesson, which may be written, at the start of each piece of work. It may not be necessary to mark the entire piece of work in one lesson. Comments should be useful to show the child how they can move on. Most effective feed back to the child is completed during the lesson, often in the plenary and through the use of focused marking. (See separate Marking Policy).

Questioning.

The teacher's ability to question appropriately is essential in enhancing a child's learning. **All staff** are regularly trained during In Service Education (INSET) or staff meetings. Questions which are closed (e.g. only requiring yes/no answers) serve only to confirm what has been learnt, but open questions that are skilfully asked challenge children to think more deeply and hence learn through discussion.

All classrooms have questions displayed, which indicate to staff, and children what questions can be asked. Questions are also written into the weekly lesson plan where they serve to guide the lessons. Questioning is most evident during introductory sessions where it is used to assess the children's current knowledge and in the plenary sessions where it helps evaluate what has been learnt or in mini plenaries during the lesson where the class teacher can assess if pupils are on the right track and continue or change plans accordingly.

Assessment

As well as marking, questioning and direct feedback to the child, assessment procedures also provide information to the teacher to ensure that the child progresses from one lesson to the next, and from year to year. (See Assessment Policy for full details of all assessment procedures).

Homework

At St. Peter's we are convinced that appropriately set homework is of great benefit to a child's learning as it is an extension of their class curriculum. Homework is set for all children and forms part of the "Home/School Agreement". Details can be found in the Homework Policy. The teacher monitors homework and keeps a record of homework completed.

Citizenship

Although the teaching of citizenship is a non-statutory part of the National Curriculum, we believe that it is an essential element in helping children play an active part in the school community. By being motivated to take roles within the school, the children are empowered and take greater control over their learning.

Since it has become an established part of the curriculum it has appeared to have significant effect on the learning & achievement of the children, inducing self-discipline and high self-esteem. The school follows the QCA scheme of work for Citizenship.

Circle Time

Each week every class holds a circle time. During this time the teacher facilitates discussion on a range of topics, some raised by children in the class, the school council representatives and others from a planned programme. It is a time when every child's voice can be heard without reservation. It is a time when children may set goals and personal targets for behaviour or achievement. They may also make suggestions on a whole school basis. These suggestions tend to be referred to the School's Council.

School Council

This is a pupil forum for making decisions that affect the achievements of the school community. The council meets every fortnight and issues from the Circle Time are referred to for discussion as well as other issues that the community wish to raise.

The representatives from each class make decisions and take action where necessary. Representatives feed minutes from the meeting back to Circle Time. Each year candidates campaign and a ballot is taken to elect new representatives. This follows local government guidelines. Local councillors are invited to participate in this process. The council has its own budget from the Governing Body.

Playground Buddies

Playground Buddies are a pupil mediation service. About eight pupils are elected each year from Year 5 and/or 6. The service operates during playtimes and lunch hour. (See Behaviour Policy)

Curriculum Enrichment

At St Peter's we believe that the Foundation Stage and National Curriculum is only part of a child's education and that children need further opportunities to develop their potential as members of the community. We seek to provide a range of curriculum enhancements that enable us to meet the general aims of the school and we therefore encourage a large range of visits and visitors to increase knowledge and that sense of awe and wonder so integral to a church school.

Each term every class will go on at least two educational visits (or having visitors to see them). A number of visitors including musicians, artists, local councillors and members of the public will also speak classes or to the whole school. Careful observation and investigation is encouraged. A visit to an Art Gallery and a museum is expected for all years. Year 5 and 6 attend a week residential each year.

Sports Day

Sports Day is an annual event held in the summer term. The events are organised with the children each year. At St Peter's we believe Sports Day encourages healthy competition and children to work well as a team.

Residential Courses

In Year 5 the children spend a week at Rippledown House in Kent. This usually takes place in the Spring Term. Year 6 spend a week at Blaxhall Youth Hostel in Sussex. Both residential courses are part of the Geography and PE (Out Door Pursuits) curriculum.

Reporting to Parents

Reporting to parents and children enables good communication which we know raises standards.

Three formal meetings a year are arranged for children and parents to talk about achievement and what needs to be improved. Individual targets are reviewed and set for English and Maths and in some cases for general behaviour. If the parent does not attend the meeting the targets are reviewed and set with the child. If targets are met earlier than the next meeting new targets are set with the child.

Written reports focus on what a child has learnt, progress that has been made and implications for the future, rather than simply what has been taught.

Professional development

To promote higher standards it is important that teaching and learning continues to develop to ensure it is appropriate for the current cohort. Staff training is important to develop teaching and learning to increase individual and collective skills. Whole school training will reflect the priorities in the School Development Plan and associated action plans. (See C.P.D. Policy/Performance Management policy)

Monitoring Teaching and Learning

All teachers are observed teaching by the Head, Deputy and Subject Co-ordinators using the OFSTED criteria. In addition, link subject Governors are invited to lessons at least once a year.

Monitoring information collected is fed back to the member of staff concerned with points for future development and personal training. Evaluations from the monitoring schedule are collected for the term and fed back to all staff with suggestions for improvement. These reports inform the revision of the School Development Plan and Action Plans; these set the new monitoring schedule.

Planning is monitored by the Head/DH and subject co-ordinators; feedback is given to individual teachers as well as to the whole staff.

Since teaching and learning relies on sound teacher knowledge, all staff receives training when a need is identified through monitoring. The procedure for training & development of staff is found in the Staff Continuous Professional Development Policy/Performance Management Policy

Target Setting

At the end of Spring Term, the Senior Management Team, staff and governors revise the School Development Plan. This is in light of national and school test results; inspection, monitoring and moderation data. They are met in a variety of ways:

Staff Targets

During the autumn term the Head teacher and Deputy Head, meets with staff to set targets. These targets must be in line with Performance Management. These fall into the following categories:

- Pupil achievement linked to tracking and school targets
- Curriculum development
- Training
- National Teacher Standards

Individual Child Targets

All children have individual targets in Maths, Writing and Reading that are recorded and kept in the front of their books. These are reviewed and set termly.

Teachers, children and parents work together to achieve their individual targets and pupils are encouraged to monitor their own achievement and evaluate their progress in lessons.

Whole School Targets

These are set at the beginning of the year after analysis by the subject co-ordinator of pupils' work and lesson observations. All staff and children work on these targets at the appropriate level for ability. Success of these targets is the focus for whole school monitoring and performance management.

Displaying Pupils' Work:

- Work is backed on fadeless coloured paper unless it is appropriate to change the paper because of the type of work to be displayed.
- Work is ready to be backed, no mistakes or untidy work
- Agree the colour of the backing paper
- Use the rota-trim to ensure neat cuts
- Double backing is at the discretion of staff.
- Displays should always contain information; there should be questions, explanations, vocabulary and pockets for relevant information.
- All displays in class and out should be stimulating and interactive where possible
- Displays should reflect the current curriculum in each class and be updated accordingly
- Good work that is taken down from the displays should be made into books or displayed in another area.
- Displays should be put up with staple guns; these should not be accessible to children.
- Frames on the staircases should be changed annually these may contain artwork, photographs and any good samples of work.

Paper

A range of paper needs to be available including:-

- A 4 coloured card and paper
- Cartridge paper
- White paper
- Coloured backing paper
- A variety of borders (straight and wavy)

Writing Resources

All classes should be equipped with:

- Black Berol pens
- Coloured pencils
- Felt tips (used with teacher's discretion)
- Sharpeners
- Ruler
- Rubbers

RE Resources:

All classes have a Worship/Prayer area with the following resources:

- A Bible
- A candle
- A cross
- Cloth which reflects the colour of the season of the Church year

All pupils say a class prayer followed by the Lord's Prayer at the end of the school day.

Presentation of work- Maths

- Write in pencil
- Two cm margin
- A ruler for drawing straight lines
- Underline titles
- Maths homework books

Presentation of Work - Literacy and Foundation subjects

- Children are encouraged to use pen from Year 3. Pens are kept in each class.
- Handwriting should be joined starting from Year One
- Children use Berol black handwriting pens (not biro).
- Two cm margin starting from Year Two
- A line should be drawn before starting a new piece of work
- Draft work should be good quality, redraft in books before final copy.
- All books should be checked for any unacceptable marks, they should be recovered if covers get spoilt
- Topic books will include; Science, Geography, History, P.H.S.C.E
- Religion books for RE
- At the beginning of a new topic children should design a topic page

I.C.T

All classes are equipped with 3 or 4 networked computers giving all children access to the Internet. A wireless network of lap tops is available for the children to use the Internet as well as create films using digital video. All classes have a digital camera and interactive white board.

Summary

Teachers at St. Peter's employ a range of strategies and learning styles relevant to the needs of the child, which supports effective teaching and learning and contribute to maintaining high standards.

The Teaching and Learning Policy is reviewed by all staff bi – annually in the autumn term.

Date agreed: Autumn 2009

Review date: Autumn 2011