



# Teaching & Learning Policy 2018-2020



*Loving Learning Together*

## **Knotty Ash Teaching and Learning Policy**

### **Purpose**

The purpose of our Teaching and Learning Policy is to ensure a clear and consistent approach to the academic work of the school. Knotty Ash Teaching and Learning Policy relates to the curriculum, its delivery and assessment. At Knotty Ash, we recognise that children's sense of safety, security and emotional stability all affect their readiness to learn and the success of any teaching strategy. Where safeguarding, welfare and inclusion are integral to the curriculum, they are referred to within this policy. However, school approaches to safeguarding and to pupil welfare are set out specifically in other policies.

### **Rationale**

Knotty Ash Teaching and Learning Policy has been developed from these fundamental principles, which are shared by the whole school community:

- All children, regardless of background or (dis)ability are entitled to equal access to a broad, balanced, stimulating and enjoyable curriculum;
- Regardless of children's starting point, adults working with them believe that every child can and should make progress at a pace that is appropriate to the individual;
- Every child has a right to a curriculum that is rich in wider experiences, celebrating the richness of culture, science and the diversity of the world we live in;
- All children are entitled to the highest quality teaching which responds to their individual learning needs;
- All children need to feel valued, respected and listened to in order to engage with their own learning;
- School is child-centred – the learning environment, the role of adults, the resources, the extra-curricular opportunities and engagement with the community – everything is about providing the best possible place to grow for our children.

### **Contents**

- Curriculum including Core Curriculum, Learner Attributes and Inclusive Curriculum
- Planning
- Daily Differentiation through marking and flexible groupings
- Teaching
- Mastery
- Assessment
- Monitoring

## **Core Curriculum**

Teachers and Senior Leaders follow the National Primary Curriculum in order to design units of work that build knowledge and skills matching EYFS and National Curriculum Programmes of Study.

### **English**

Liverpool English Plans provide the long-term framework for English planning from y1-6. These include a breakdown of text genres and grammar content to be covered each year. Within this broad framework, teachers plan English to link logically with topics in the Knotty Ash Inclusive Curriculum. Shared class reads and comprehensions are drawn from texts linked to History/Geography/Science topics. All longer writing opportunities are developed through the curriculum. English lessons are used for discrete teaching and learning of features of text genres and of grammar. Handwriting is taught in a daily session in y1 and 2 and continues to be taught at least weekly in KS2. Spelling strategies are taught explicitly and weekly spellings practice is given to children. Reading strategies and close examination of texts are taught during Tiered Teaching sessions 4 days per week in KS2.

### **Maths**

A Maths mastery approach is followed through the 'Power Maths' scheme [www.pearsonschoolsandcolleges.co.uk/Primary/Mathematics/AllMathematicsresources/Power-Maths/Power-Maths.aspx](http://www.pearsonschoolsandcolleges.co.uk/Primary/Mathematics/AllMathematicsresources/Power-Maths/Power-Maths.aspx)

We aim to ensure that children are fluent and confident with number concepts through use of apparatus, leading to use of visual and then on to written methods. Our calculation policy ensures consistency and progression of calculation methods through the school. Revision of basic maths skills forms part of each daily maths lesson. While mapping out the curriculum in each year-group, we seek to maximise cross-curricular links with Science, DT, History, Geography and ICT. Number bonds (y1) and Multiplication Tables (y2-6) are rehearsed weekly.

## **Learner Attributes**

We support Knotty Ash children to be:

- ❖ Tolerant
- ❖ Curious
- ❖ Responsible
- ❖ Kind
- ❖ Resilient
- ❖ Knowledgeable
- ❖ Happy

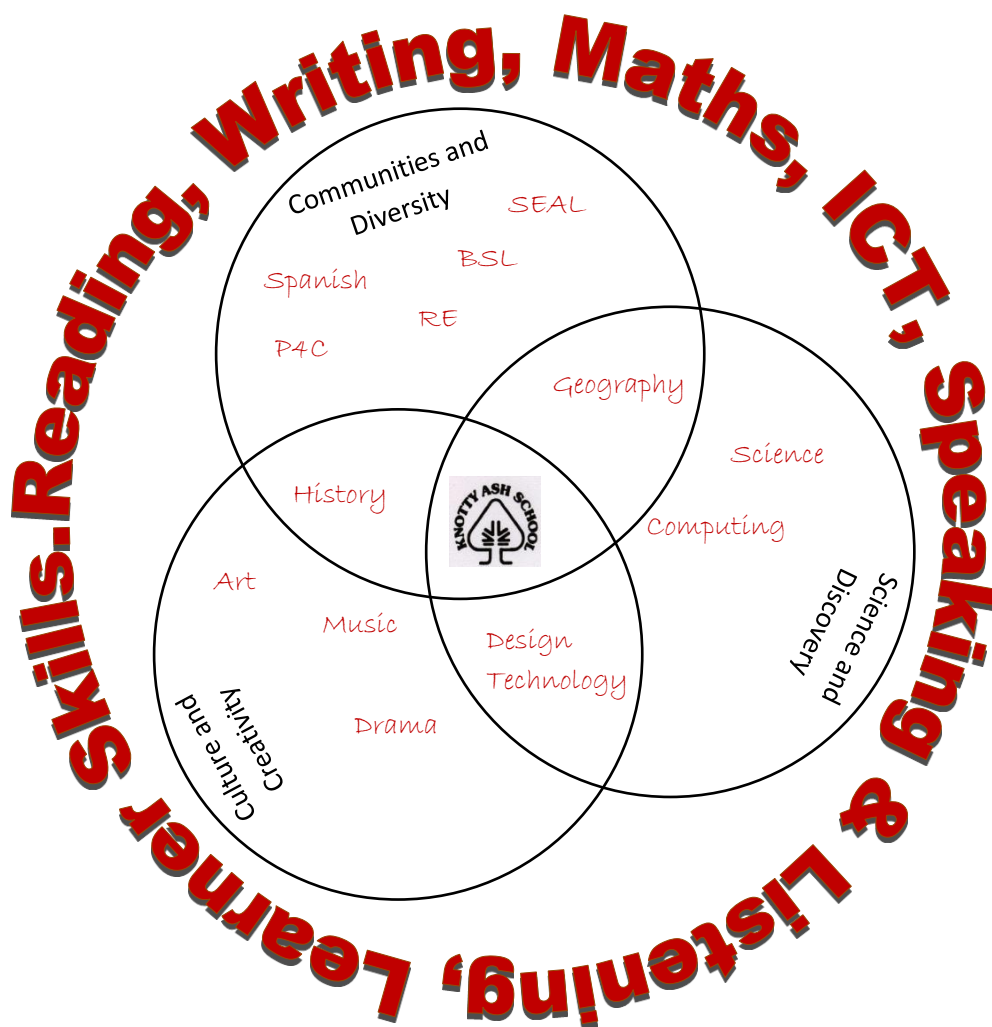
## Inclusive Curriculum

At Knotty Ash, we have developed our own curriculum that incorporates all aspects of the National Primary Curriculum. Our aim is to develop creative links between areas of the curriculum so that the application of Reading, Writing, some Maths and ICT skills is woven seamlessly into the study of other subject areas.

Through our unique Inclusive Curriculum, we aim to create a love of learning which will stay with our children for life. We know that children learn best when that are immersed in a topic they are enjoying.

Our curriculum creates links between subjects and each topic includes enrichment activities: trips out, visitors to school, themed days, food tasting etc. Art, Computing, Design Technology activities are woven throughout with History, Geography, RE and Science.

Preparing children for life in today's world also means that we put an emphasis on learning about our own and different societies, cultures and beliefs.



## **Planning**

Class teachers in y1-6 plan English and Maths following National Curriculum programmes of study. The units of work are planned to allow flexibility so that navigation through skills can respond to the needs of the cohort.



Supplementing English and Maths plans for the week or the unit, teachers complete daily assessment sheets based on evidence of learning from that day's lesson. Next steps are planned in response to individual children across three main groups (see Daily Differentiation, next section.)

Foundation Subjects are planned in paired year-groups (y1+2, y3+4, y5+6) Work is differentiated across the two classes. Cross-curricular Reading, Writing and Maths relates to each year-group's programmes of study. We use resources from the Cornerstones units <https://cornerstones.co.uk>


At Knotty Ash, we do not have a standard format for planning. Within the remit of this policy, teachers have flexibility to structure their short-term planning in a layout that suits them. Planning is only shared with Senior Leaders if other monitoring identifies a need for clarification or support.


## **Daily Differentiation through Marking and Flexible Groupings**

The main principal of our Daily Differentiation is the inclusion of all learners through a system which responds immediately to their learning needs by providing the stepping-stones for their next step on an individual learning journey through the concept/topic. Work is assessed after each lesson and children are re-grouped daily according to their progress the day before.

When marking pupils' work, we use three symbols, \*,  and .

**\*** means that the child has achieved the task objective and is ready to move on to greater challenge towards mastery. This may be through more complex problems or application of skills.

 means that they've understood the objective and just need some more practise of the work from the previous lesson, starting at a similar difficulty and progressing gradually. There might be some slight misconception or common error that needs putting right first.

 means that pupils haven't demonstrated an understanding of the task objective and need to be retaught the method before they can continue with further practise. In order to access the concept, they may need to revisit previous learning or conceptual foundations.

The children across school are familiar with the meaning of the symbols and understand them as an assessment of their work. The same symbols are used for peer-assessment and self-assessment.

Sometimes, we may add extra comments, particularly at the end of a topic or if a particular mistake has been repeated that needs bringing to the pupil's attention. Generally, all that is needed is the symbol since the children's next session will pick up immediately on how they performed in the previous one.

The next lesson, children divide into differentiated groups according to the symbols in their books. Often there are several groups within each 'symbol', organised according to specific errors/mastery demonstrated.

Next steps are differentiated in order to challenge towards mastery of a concept, to provide consolidation before moving on or to reteach the objective to ensure the basic skills are secure before building on them.

### **Teaching**

Teaching at Knotty Ash responds precisely to individual need. Teachers plan their lesson to ensure they spend time with each differentiated group, extending their learning at an appropriate pace for the pupils. Children will often move from one group to another during lessons in order for the teaching to respond to their learning need and pace.

Teaching aims to meet the demands of the National Curriculum. We recognise that mastery of skills and concepts relies on a secure understanding of fundamental concepts. For this reason, lessons regularly revisit basic skills in preparation for future learning. New topics are introduced with informal baseline assessment opportunities in order to quickly establish starting points for pupils.

Teaching always aims to interest and engage children through creative learning opportunities, pupil input into curriculum planning and a variety of learning activities designed to suit a range of learning styles and preferences. Linked topics and subjects allow in-depth exploration of concepts and ideas.

Knotty Ash principles of teaching include:

- Engaging children through interesting topics and appealing delivery;
- Focus on thinking skills, stimulating discussion and P4C opportunities;
- Encouraging pupil autonomy and responsibility for their own learning;
- Building pupil resilience and recognising the need to mistakes;
- Emphasis on teacher as facilitator with concise, focused teaching input;
- Variety of focused learning activities;
- Highly differentiated activities, responding to baseline activities or previous learning;
- Effective and varied use of adults in the classroom;
- Inclusion of all learners through the above and an adaptable assessment model.

## Assessment

Summative assessment has been designed in order to enable in-school monitoring and subsequent analysis of provision for all children.

Teacher assessments are submitted to SLT towards the end of each term for the following subjects:

- Reading
- Writing
- Grammar, Punctuation & Spelling
- Maths
- Science & Discovery
- Culture & Creativity
- Communities & Diversity

Within the last three areas (the Inclusive Curriculum made up of the Foundation Subjects), teacher assessment is completed for each subject.

Below	Working Towards	On track	Working Towards Mastery	Mastery
		Pupils recorded with most secure at top ordered down to least secure.		
%	%	%	%	%

Termly NFER tests are used to inform teacher assessments in Reading; Grammar, Punctuation and Spelling; and Maths in y2 – y6. Wigan assessments are used to assist in y1.

Twice yearly, all pupils from y1 – y6 are assessed to establish Reading age and Spelling age. Alongside other assessments, these are used to identify children in need of intervention support.

In EYFS, on-entry data is followed by end-of-term assessment against each area of learning and progress towards Early Learning Goals is tracked. At beginning of Reception, children complete Baseline assessment to inform on-entry data.

Pupil Progress Meetings follow data submission each term. Each teacher meets with Headteacher and SENCo to discuss:

- Class progress
- Progress of identified groups, including focus group identified at the beginning of year
- Individual pupils making accelerated progress and next steps
- Individual pupils making less than expected progress and next steps including interventions
- Next steps for class and groups
- What teaching and learning strategies are working well
- What needs to improve to support class/groups/individuals
- Teacher CPD needs
- Teacher strengths to share in school and beyond

## **Monitoring**

A monitoring year-plan sets out when the following take place:

- Observations of teaching and learning, including pupil voice
- Work scrutiny, including pupil voice as appropriate
- Pupil progress meetings
- Pupil interviews and pupil questionnaires
- Parent questionnaires

Monitoring informs school self-evaluation, determining school development priorities.

Policy updated September 2018

To be reviewed September 2020, or earlier as appropriate.