

KS1 TEACHING AND LEARNING POLICY

In Key Stage 1, you will find us caring, hardworking and co-operative. We use our talents and gifts to make our school special. Our Teaching & Learning Policy aims to ensure that the children at our school participate in high quality teaching and learning experiences which lead to consistently high pupil achievement.

Aims

- ✓ To promote high quality teaching and learning
- ✓ To raise standards by ensuring consistency and continuity of teaching and learning
- ✓ To ensure all children are included, motivated and engaged by their learning
- ✓ To promote high quality learning experiences that focus on the development of understanding
- ✓ To promote the idea of lifelong learning through teachers understanding themselves as learners alongside the children

Equal Opportunities

All children will be given full access to the National Curriculum of England, unless their statement of SEN indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.

Curriculum Arrangements

We meet all statutory arrangements for curriculum. We regularly review our curriculum to ensure breadth, balance and continuity.

Our Philosophy of Learning

We believe learning is:

- ✓ **Active:** we structure each lesson into appropriate 'blocks of time, allowing opportunities for interactive and exploratory learning activities.
- ✓ **Reflective:** we use open questions to encourage debate and self assessment at the end of each lesson against the agreed objectives.
- ✓ **Progressive:** we practise our skills and learn from our mistakes.
- ✓ **Co-operative:** shared learning, through group and paired activities, is a regular feature of our lessons.
- ✓ **Stimulating:** we use a range of teaching and learning styles including auditory, kinaesthetic and visual. We challenge children to move on.
- ✓ **Motivating:** we reward and praise effort and achievement. Above all we believe that learning is about 'how to learn' and taking responsibility for your own learning. We seek to develop these skills through a variety of processes.

Key Skills

- ✓ Communication
- ✓ Working with others
- ✓ Problem solving
- ✓ Self improvement
- ✓ ICT
- ✓ Application of learning

Thinking Skills

- ✓ Enquiry
- ✓ Reasoning
- ✓ Creativity

Last Updated - August 2017

- ✓ Information Processing
- ✓ Evaluation
- ✓ Motivation
- ✓ Self awareness
- ✓ Empathy
- ✓ Social Skills

What is a good lesson?

We have a basic lesson structure that all teachers adhere to. However, we recognise that occasionally lessons will need to be structured differently to maximise use of resources and/or learning.

The four phase lesson structure:

1. Introduction

- ✓ Creating a purposeful atmosphere
- ✓ Engaging all children
- ✓ Links made to prior knowledge
- ✓ Cross- curricular links
- ✓ Learning objectives and success criteria shared

2. Direct teaching – Input

- ✓ Exposition broken into chunks appropriate to concentration span and is broken up by activities to help develop understanding
- ✓ Variety of open and closed questions used to assess progress and understanding
- ✓ Vocabulary displayed and used
- ✓ Strategies are modelled by both teachers and pupils

3. Learning activities – processing information

- ✓ Tasks designed to enable children to develop understanding and to help teachers assess learning
- ✓ Opportunities provided for children to experiment with concepts, ask questions and learn in their preferred learning style

4. Plenary – consolidating learning

- ✓ Reviewing what has been learnt
- ✓ Reflecting on how it has been learnt
- ✓ Links made to the learning objective and success criteria
- ✓ Links made to the next steps for learning

Meeting the needs of all learners

Lessons are carefully planned to take into account the range of needs within a classroom. We manage these using several strategies.

Differentiation

Within any lesson the teacher will differentiate both the teaching and the learning activities to match the abilities of the children. This will be done in any of three ways...

- ✓ By task
- ✓ By outcome
- ✓ By additional support

Differentiation is detailed in weekly planning.

Teaching and Learning Styles

Over a week, teachers will use a variety of styles in order to enable all children to access the teaching. Key styles used are:

- ✓ Visual
- ✓ Auditory
- ✓ Kinaesthetic

Teachers will also ensure that children have the opportunity to use a variety of learning styles, during

- ✓ Individual tasks
- ✓ Group tasks
- ✓ Peer support
- ✓ Whole class work
- ✓ Independent tasks

Children experiencing behavioural difficulties which affect learning will be supported by Co-Teachers and the Inclusion Coordinator, as well as the Class Teacher, to access teaching.

IEPs

Children with statements of SEN have individual learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Gifted and Talented Children

Children who are Gifted and Talented have some activities planned specifically to meet their needs within a classroom setting. Opportunities are provided for these children.

Curriculum Planning

Key Stage 1 planning is based on the requirements of the National Curriculum, the Primary Strategy and the QCA programmes of study for the foundation subjects.

Long Term Planning

Our KS1 Long Term plans plot the content and key skills covered from Y1 to Y2. It enables us to identify cross curricular links and opportunities for educational visits.

Medium Term Planning

For Literacy and Numeracy we use the medium term planning provided by the National Strategy, tailoring them to meet the needs of our own pupils. For the foundation subjects our medium term planning is based on the QCA units of work. The plans identify learning objectives, key vocabulary, differentiated activities and resources for learning and provide guidance on activities to extend gifted and talented pupils, in addition to supporting pupils with SEN and behaviour issues.

Short Term Planning

Detailed, daily short term plans are drawn up by year groups for Literacy and Numeracy each week. The plans identify learning objectives, key vocabulary, direct teaching input, key questions, differentiated activities, support staff activities and resources for learning as well as identifying success criteria for the children. We also produce detailed weekly plans to show lessons planned in the foundation subjects, which incorporate information about themed weeks, trips, visitors etc.

Planning is scrutinised by the Head of KS1 and Head of Departments for monitoring.

Reflection and Evaluation

Teachers will review their lessons, noting any amendments for the future. Plans will be annotated and amended as necessary. Teachers will evaluate the effectiveness of different styles and approaches. Observations of lessons will take place according to School Improvement Plan priorities to assist teachers in their professional development.

Assessment for Learning

Summative Assessment:

The school's arrangements for formal assessment throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement of value added in learning.

Formative Assessment:

Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:

- ✓ Recap of previous knowledge at the start of lessons
- ✓ Adult observation of children's responses to questions
- ✓ Adult observation of children on task
- ✓ Use of success criteria against lesson objectives
- ✓ Continuous feedback through the process of the lesson
- ✓ Self and peer assessment
- ✓ Plenary activities
- ✓ Marking linked to lesson objectives and giving indicators for improvement of work (refer to Marking Policy).

It is an important aspect of our assessment that children are encouraged to be honest in their self assessment. Children indicating they have not understood features of a lesson will be given additional support.

Record Keeping

Records are kept of all summative assessments undertaken and of other assessments throughout the year. Details of these are contained in the Assessment Policy.

Classroom Management and Organisation

The Learning Environment

The learning environment will be managed in a way that supports the learning taking place.

Features of this will be:

- ✓ Furniture will be arranged to facilitate different types of organisation – whole class teaching, group work, one to one and also to facilitate the inclusion of all pupils
- ✓ Learning resources in use in the lesson will be clear and visible for all children
- ✓ Other resources will be stored and clearly labelled
- ✓ Book corners will be comfortable and attractive
- ✓ Lessons will begin punctually and will follow the agreed time allocation for each subject
- ✓ Interactive and 3D displays will reflect current work and be changed regularly to maintain interest.
- ✓ Making use of ICT where appropriate.

Teaching Strategies

We employ a variety of strategies within any one lesson in order to maximise learning for the children. Over any one week we aim for a balance between all of the strategies.

- ✓ Discussion – child and teacher led
- ✓ Open and closed questioning
- ✓ Direct exposition
- ✓ Conferencing
- ✓ Interactive activities
- ✓ Mind mapping
- ✓ Reflection
- ✓ Modelling
- ✓ Repetition / reinforcement activities
- ✓ Praise and rewards
- ✓ Interventions
- ✓ Team work with parents and support staff

The Role of Co-Teacher

We have a Co-Teacher in every classroom who plays a central and specialised role in our learning processes.

Key elements of their role are:

- ✓ To support the teaching – either through direct delivery or by enabling access for identified pupils
- ✓ Teach a small group
- ✓ Carry out assessments
- ✓ Support planning
- ✓ Prepare resources
- ✓ Supporting children with IEPs
- ✓ Running support groups

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to classroom discipline.

Resources

Each classroom has a basic set of appropriate resources. Pupils will be taught how to use resources correctly and safely and also to respect and maintain equipment.

POLICY MONITORING AND REVIEW

This policy will be monitored and evaluated by the Head of KS1 in consultation with all staff on a regular basis.

Policy reviewed Aug 2017. Next review date January 2018.