

POLICY DOCUMENT



Learning & Teaching Policy

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Contents

AIMS

Our aims for learning and teaching are that all pupils will:

RESPONSIBILITIES

Teaching and support staff work towards our aims by:

Pupils work towards our aims by:

Parents/Carers work towards our aims by:

Directors work towards our aims by:

ORGANISATION

Outstanding LEARNING and TEACHING:

Learning at Kelvedon is RISK:

ENGLISH

MATHS

RELIGIOUS EDUCATION

Year N and Year R

Homework

Homework Table

STRATEGIES FOR ENSURING PROGRESSION AND CONTINUITY

Outstanding Teaching at Kelvedon Academy

Learning and Teaching is the core purpose of our school.

Our vision is to create an environment where every learner has the opportunity to amaze us.

This document incorporates all of the learning and teaching elements that deliver our vision. It is written for the benefit of all members of the school community to ensure that they are aware of the fundamental principles underpinning the work of our school.

AIMS

Our aims for learning and teaching are that all pupils will:

- develop a broad range of communication, problem solving, worldly knowledge and skills
- become confident and independent learners
- be motivated learners and find enjoyment in learning
- develop physically, emotionally and socially to become self-resilient members of society and good citizens
- understand the learning partnership between them, home and school

RESPONSIBILITIES

- **All members of the school community** (teaching and non-teaching staff, parents, pupils, directors and the various school support services. e.g. Alliances, Health, Police, etc.) work towards our aims by:
 - working together as a team and sharing information openly
 - modelling appropriate learning behaviours
 - demonstrating the school values

Teaching and support staff work towards our aims by:

- having high expectations of every pupil no matter what strengths or challenges they have
- developing positive, unique learning relationships with each individual
- providing well planned and prepared, adapted to needs, learning and taking risks in their learning planning
- providing stimulating and challenging learning environments
- using a variety of teaching methods and resources to aid whole class, group and individual learning
- celebrating all pupil's success in a variety of ways
- using on-going assessment, observations and feedback from all adults to inform planning

Pupils work towards our aims by:

- maintaining good attendance, punctuality and learning behaviour
- respecting others who learn with them
- taking pride in their learning and working towards their targets
- taking responsibility for their learning and making sure that they are ready and equipped to learn

Parents/Carers work towards our aims by:

- ensuring that their children attend school in good health, consistently and punctually
- supporting the school's positive behaviour policy
- being realistic about their children's abilities and offering encouragement and praise
- attending meetings to discuss their child's progress
- ensuring appropriate contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework by providing appropriate help and support
- supporting their children to assume greater responsibility for their own actions as they progress through the school and promoting and supporting independence in school routines

Directors work towards our aims by:

- representing the interests of the community that the school serves
- supporting the staff, pupils and parents in working towards our aims
- carrying out their legal duties in a responsible manner
- monitoring and evaluating the work of the school in achieving its aims

ORGANISATION

Our curriculum is skill based. Its flexible design enables teachers to plan learning that is specific to their learners' needs and interests. It enables teachers to utilise their own knowledge and skills to deliver interesting

and relevant learning with enthusiasm.

We are developing GROWTH MIND SET – The more you do something the better at it you get - repeat, repeat, repeat.

Our school is divided into four learning phases. Phase 1 is years N and R; Phase 2 is years 1 and 2; Phase 3 is years 3 and 4 and phase 4 is years 5 and 6. There are two classes in each year group. Cross year group and cross phase learning opportunities are encouraged where it most benefits pupils.

Year Teams work together to plan the whole curriculum overview for their pupils and share good practice.

Team teaching and risk taking is encouraged where it most benefits pupils.

Class teachers assess their class and individuals learning needs and focus on teaching the major skills that each child will need and use in life. They plan appropriate and challenging learning that will have the greatest impact on a child's progress.

Outstanding LEARNING and TEACHING:

ASSESS/ENGAGE

Every adult knows the level of attainment of every pupil in their class and what they have to do next to engage them to make progress

INDEPENDENCE

Good Learners Are: **Resourceful, Reflective, Reasoning, Resilient, Responsible** and **Risk Taking**

FEEDBACK

Every pupil knows what they have to do next to make progress **and** can talk about what they have learnt, **how** and **why**

CHALLENGE

Pupils make **80%** of the effort of learning

Adults make **20%** of the effort of learning

Learning at Kelvedon is **RISK**:

Relevant –

Make sure learning is real!

Interesting –

Capture their hearts and they will give you their brains

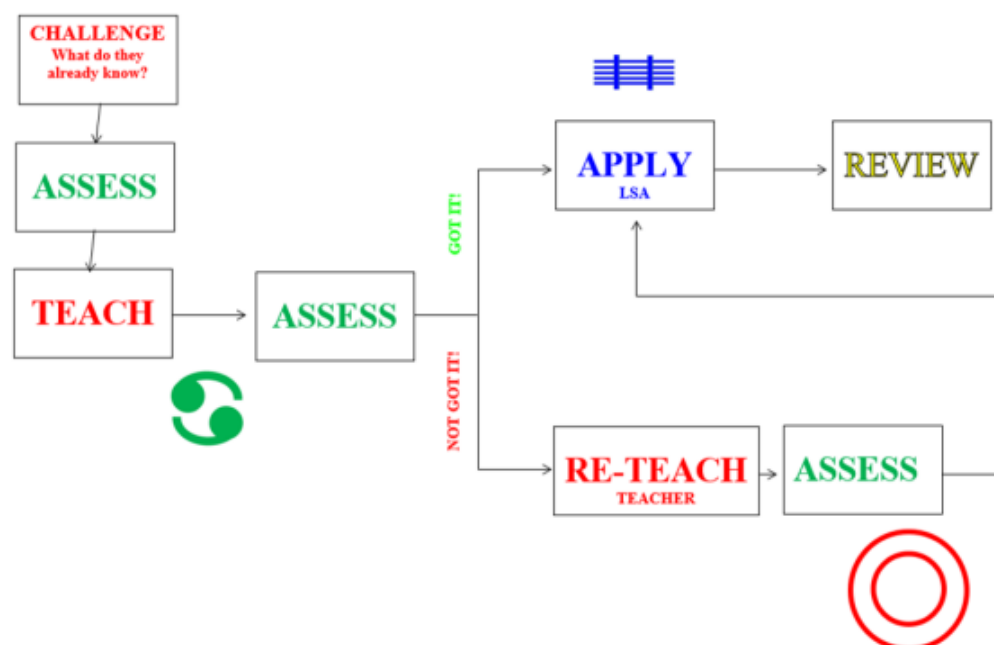
Sensational –

Make great memories!

Kindling –

Light a fire in learners through planning and delivering new experiences

Outstanding Teaching And Learning at Kelvedon St Mary's Primary Academy



Pupils with special needs are supported according to need:

- within the classroom by the Class Teacher, Inclusion Support Assistant or Inclusion Team
- outside of the class with the Inclusion Team or Inclusion Support Assistant on a specific individual education programme
- by liaising with outside agencies and specialist teachers where appropriate (refer to inclusion policy)

Classroom helpers are encouraged. Parent/carer/community volunteers support activities such as reading and educational visits/practical activities.

Other trained staff sometimes including student teachers, sports coaches, language teachers, peripatetic music teachers, swimming instructors and others, are engaged to enhance the whole curriculum.

Excellence is celebrated:

- through positive praise from the class teacher, and other adults in the school and during a variety of
- assemblies
- through use of reward systems, including the 6Rs, house points, stamps, stickers and certificates or similar systems unique to a class teachers learning motivation strategy
- by the display of work which demonstrates good effort and achievement
- at school events such as sharing assemblies, concerts, plays, festivals and tournaments which are seen as opportunities for each pupil to demonstrate his/her own best

ENGLISH

Every day children will **learn** to write through focused guided writing and **practise** writing through a range of themes; **learn** to read through focused guided reading and **apply** reading skills in the study of other themes.

English skills will be developed using a range of themes as the content of learning to enable smarter use of time.

MATHS

Every day children will practise mental number skills in a daily maths meeting; learn mathematical concepts through focused guided learning and apply them both to problem solving.

RELIGIOUS EDUCATION

RE is taught through class based and whole school activities according to the Local Agreed Syllabus and there is a daily act of collective worship.

Our curriculum is overseen by four teams led by phase leaders who are responsible for our thriving learning and learners experiences. These are:

- Connecting Our Lives with others
- Solving Life's Problems
- Understanding our Lives
- Leading a Fulfilling Life

Year N and Year R

Promote teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Each child's level of development must be assessed against the early learning goals.

We teach relationships and health education (RSE) and we aim to:

- Prepare pupils for puberty and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

RSE is embedded in the school's ethos and values and details can be found in the Understanding Our Lives curriculum. Children cannot be withdrawn from relationship education. Parents/Carers are regularly discussed through the use of a questionnaire.

Homework

Homework provides the opportunity for children to develop their independent learning skills, gradually building up the habit of regularly devoting periods of time to study beyond the classroom.

We provide homework:

1. To consolidate and reinforce skills and understanding developed in the classroom.
2. To provide tasks that compliments the class learning but does not overload the children.
3. To further develop pupils' academic progress.
4. To involve parents/carers more in the education of their children.

Homework Table

Year	Duration per task	Expectation
Year R	15 minutes	Parental/Carer guided sessions consisting of: • Reading (daily) • games to support early English/Maths skills (weekly)
Year 1	15 minutes	Parental/Carer guided sessions consisting of: • reading (daily) • spelling/phonics (daily) • Maths and other curriculum areas (weekly)
Years 2 & 3	20 minutes	Parental/Carer supported sessions consisting of: • Reading (daily) • Spelling, Grammar and Punctuation (weekly) • Maths Task (weekly)
Years 4, 5 & 6	30 minutes	Parental/Carer supported sessions consisting of: • Reading and spelling (daily) Independent learning consisting of: • A selected task from the creative homework (weekly) • Maths Task (weekly)
The teacher may select further tasks that enhance the enjoyment of learning the theme being studied.		

STRATEGIES FOR ENSURING PROGRESSION AND CONTINUITY

Planning is carried out in year groups using the school skill based curriculum maps and other useful support materials.

Feedback to pupils by teachers is essential and feedback should be (refer to Learning Feedback Policy):

- age appropriate and follow the school policy
- related to the learning objective
- given promptly following completion of work and where possible involve the child directly
- provide effective strategies for pupils to make further progress

Formative assessment is used to guide the progress of individual pupils. It identifies each child's progress in every area of the curriculum, determining what each child has learned and what therefore should be their next steps learning.

Pupil Progress Meetings and Professional Development support teachers to challenge pupils and raise standards.

Continuity and consistency within school is achieved through:

- daily, weekly and termly monitoring by the SLT
- peer support observations and professional dialogue
- moderation exercises within and between year teams and other schools
- continued self-improvement

Outstanding Teaching at Kelvedon Academy



Our pupils only get one chance -
Only good + Is Good enough