



Petersfield Church of England (Aided) Primary School Policy for Learning and Teaching

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God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **“I have come that they may have life, and have it to the full.” John 10:10.**

Love: 1 Corinthians 13:4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

Teaching at Petersfield is learning centred as we provide children with the opportunity to develop towards their full potential; academically, emotionally and socially. We aim:

- To ensure that every member of our community experiences a safe, happy environment based on the teachings of Jesus, which are love and forgiveness.
- To foster confidence, responsibility and self-esteem in each individual so that they can make good independent choices and contribute fully to the school and community.
- To address all learning needs to develop each individual's full potential
- To engender a lifelong enjoyment of learning through the delivery of a broad and lively curriculum.
- To prepare pupils to be good citizens in a diverse and rapidly changing multicultural world.

The school works towards these aims by:

- Promoting high quality learning, progress and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Learning and Teaching Policy Introduction

- a) Learning and teaching are the key functions of our School.
- b) At Petersfield we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.
- c) We believe that:
 - Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
 - Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
 - High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
 - High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

a) General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Petersfield and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a well planned, broad, balanced and engaging creative curriculum which is appropriately assessed and therefore differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Recognise all the good things children do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly in good health, with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, and school environment, always trying their best and aiming to get better all the time.
- Completing the Learning Link weekly

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Being understanding and supportive of our aims in learning and teaching and actively supporting the Home-School Agreement.
- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Informing the school of reasons for their child's absence;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Volunteering where possible to help in their classrooms and /or around school or attend special days in school;
- Attending and contributing to Teacher Consultation Meetings (held in the Autumn and Spring term annually);
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Supporting their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables;
- Recognising and praising their children for the good things that they do in school;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;

Local community

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;

- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events and fundraising;

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;

During regular, planned and focused visits, meet with the Head Teacher or Deputy Head Teacher to find out about;

- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and appropriateness of resources;
- how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the governing body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

Implementation of the Learning and Teaching Policy

Good Learning

At Petersfield Primary School we believe that children learn best when;

- **They are encouraged to form positive relationships with their teacher, peers and other members of the school community;**
- Children and adults demonstrate mutual respect;
 - Children and adults develop a good rapport with one another;
 - Children and adults do not shout or lose their temper with others;
 - Children demonstrate respect and consideration for themselves and others modelling the values and skills of the school at all times;
 - Children reflect on how their behaviour affects themselves and others;
 - Children work with adults to establish and meet rules and targets for both learning and behaviour;
 - Children support, encourage and praise each other;
 - Children are intelligently critical of their own work and that of others;
 - Children take pride in shared and personal successes;
 - Children are able to work independently and in collaboration with others;
 - Children are able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
 - Children are keen, able and confident to tell their parents/carers about their school-day in an honest way.

- **They have clear direction and are praised for all the good things that they do;**
 - Children use the success criteria in order to support them to achieve the lesson's learning goal;
 - Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
 - Children are recognised with team points, stickers, certificates, their work being displayed or shared with other adults etc (in line with the School's Behaviour Policy) when they have shown good learning behaviours, good social behaviours, have made good progress or arising from a good completed piece of work;
 - Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the School's Aims and Rules and Values as well as individual class rules and routines.
- **They are actively involved in their learning at an appropriate level to match their learning needs;**
 - Children enjoy their learning and allowing others to do so as well;
 - Children are eager to ask questions competently using whole sentences, at a variety of levels;
 - Children make informed contributions to class discussions and shared learning experiences;
 - Children learn from 'hands on' experiences; practical and appropriate activities;
 - Children work on task for increasingly extended periods of time;
 - Children engage in a range of independent and collaborative tasks;
 - Children are keen to talk about what they have been doing and what they have learned;
 - Children gain an appreciation of learning that continues to flourish as they become older.
- **They are encouraged to become increasingly independent learners;**
 - Children showing initiative and taking responsibility for their own learning including;
 - Independently organising their own learning resources and are quickly able to begin their work;
 - Using their individual learning targets to assess their own work, and those of other children, against the lesson's success criteria; thinking of ways to improve their work;
 - Having the opportunity to plan and direct their own learning;
 - Making decisions, solving problems, being creative and using initiative
 - Having access to clearly labelled resources and being able to select and use them with increasing independence;
 - Developing their research skills using a variety of resources;
 - Children are increasingly able to manage their own emotions and relationships.
- **They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;**
 - Children engage in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
 - Children take pride in their work and wanting to succeed in it;

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- Children are involved in investigations and problem solving tasks;
- Children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits;
- Children are keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children are able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.
- **They are working in an environment which is safe, caring, supportive, calm, challenging, inspiring and stimulating;**
 - Children are secure and happy in a safe, purposeful environment;
 - The classroom environment is extended to include the outdoor learning environment of the school, the immediate locality and the wider, surrounding area;
 - Children are well hydrated;
 - Children feel they are able to explore their own ideas and feelings and to respect the views of others;
 - Children take risks in their learning, and learn from their mistakes
 - Children observe the class and school rules;
 - Children respond well to encouragement, praise and s;
 - Children show care and respect for each other and their own and others' property;
 - Children know where to place finished work and resources;
 - Children's work is displayed, celebrated and valued;
 - Children are aware of how to keep themselves and others safe around the school and in the wider community;
 - Children model the Values of the school independently.
- **Their learning is well structured and delivered;**
 - Children are aware of the learning objective and success criteria for the lesson, where this fits into their past and future learning and the pace at which they are expected to work at in order to achieve this;
 - Children make good progress, build upon what they have already learnt, develop new skills, knowledge and understanding and being able to apply them in different contexts; Children know what to do, both socially and in their learning, and what is expected of them.
- **Their learning is effectively differentiated;**
 - Children engage in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning.
- **Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;**
- **Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;**
- **Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision**

- Children's personal, social, moral and emotional development is supported through the School's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the School and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in SEAL/PSHCE and learning to apply this in their decision making and actions.
- Children to develop an increasing awareness of the School's Values and British Values in their learning and actively participate in demonstrating these effectively.

Good teaching

At Petersfield we believe that good teaching is when teachers (and other School staff when applicable);

- **Form positive relationships with the children in their class and other members of the school community;**
 - Adults and children demonstrate mutual respect;
 - Adults and children develop a good rapport with one another;
 - Adults demonstrate respect and consideration for themselves and others;
 - Adults understand that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
 - Adults work with children to establish and meet rules and targets for both learning and behaviour;
 - Adults demonstrate support, encouragement and praise to children and other adults and encourage this to be reciprocal within the School community;
 - Adults take pride in shared and personal successes;
 - Adults take an active part in the life of the school, acting professionally and with sensitivity;
 - Adults work and communicate effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
 - Adults are keen, able and confident to tell their colleagues about their school-day in an honest way.
- **Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;**

Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;

- Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of the whole school curriculum map to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;
 - All planning is suitably differentiated for all learners with clear learning and success criteria in language the children will understand;
 - Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
 - Planning explicitly notes appropriate subject specific language;
 - Planning details resources to be used which support learning, including the strategic deployment of any other adults;
 - Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;
 - Teachers have the opportunity to plan together with their key stage partners.
- **Insist on high expectations of learning and behaviours;**
 - Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
 - Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
 - Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
 - Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
 - Children are praised and recognised for the good things that they do and sanctioned if they do not do the right thing.
 - **Ensure that effective direction and support is given in order that the children make good progress;**
 - Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
 - Children are given clear consistent direction about their expected conduct both in lessons and around the School;
 - Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
 - Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
 - Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;

- Teachers and children make accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum; Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.
- **Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;**
 - Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
 - Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
 - Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
 - Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
 - Staff undertake reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.
- **Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;**
 - Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
 - Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
 - Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.
- **Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;**
- All staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
 - Teachers use the following opportunities to work towards the aim stated above;
 - Formal opportunities such as parents/carers consultations, annual reports and meetings organised at the request of either School or parents/carers;
 - Informal opportunities such as at the end of each school day, on educational visits and through extended schools opportunities;

- Invite parents into School so that they can share their expertise in order to support children with their learning;
- Liaise regularly with parents and carers in a variety of ways including the Learning Link, Reading Records;
- Parents/carers, children and a member of School staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.
- **Develop and maintain safe, secure and inspiring classroom and learning environments;**
 - All staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
 - The 'Safeguarding' room folder is available in all rooms
 - The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
 - Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;
 - High quality classroom and corridor display with good balance between the celebration of children's work and learning walls.
 - Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
 - Reading Corners and computers which encourage children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;
 - Areas for imaginative play 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;
 - Pupils will be involved in the maintenance and care of all equipment and resources.
 - All classroom and corridor displays will, as far as is practicable, reflect the cultural and linguistic diversity of the School population including annotations and titles in other languages represented and spoken by the children in the school;
 - The acknowledgement by all staff that communal areas within the School environment such as the playgrounds, school halls and other areas contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly;
 - Further expectations for the classroom environment can be found in the School's Display Policy.
 - Teachers ensuring that children have the opportunity to work both within the School environment and also in alternative environments, when appropriate, during educational visits.
- **Demonstrate effective lesson organisation;**
 - Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
 - Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working

with a guided focus group when appropriate using the day-to-day assessment of the children's progress.

Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;

- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of technology to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

• **Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;**

- All staff maximise the opportunities to impact on children's learning through selfevaluation and on-going classroom assessment and feedback. This will involve senior leaders, at all levels, and teachers engaging in the following activities and affecting practice accordingly;
 - The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;
 - The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in years 1-6 in relation to individual targets set;
 - The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior leaders, including the SENDCo & Inclusion teacher;
 - The regular monitoring of progress in Foundation Stage, establishing provision targets for individual, group and cohorts of children against assessment criteria within the Foundation Stage Profile;
 - Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
 - Teachers providing encouragement, praise and recognition for the effort, outcomes and progress children make;
 - Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
 - Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons success criteria.

- Teachers liaising with the School's SENCO in the formulation and implementation of any intervention programme including children's Personal Learning Plans (PLPs) and evaluating the impact of these on the children's learning.

Use resources effectively, including other adults, to support children's learning;

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources which are prepared, labelled and accessible to use at all time;
- Subject leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities;
- Job shares are responsible for the whole job and communicate effectively to ensure a seamless provision for pupils.
- **Use technology effectively in order to support children's learning;**
 - Senior leaders, at all levels, and teachers use the School's electronic assessment system (Target Tracker) to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
 - Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.
- **Develop the range of reading skills required to access all the curriculum effectively;**
- **Use questioning effectively to gauge and extend children's skills, knowledge and understanding;**
 - Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) which are challenging, open ended and target individuals and groups to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.
- **Are reflective regarding their professional practice and the overall provision the School offers.**
 - All staff have regular release time to plan and evaluate the provision for pupils.
 - All staff demonstrate commitment to the class, Key stage and school team through positive input into meetings and responsibility and enthusiasm for agreed activities.
 - Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the School and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust School systems and structures within the accountability process including:

- School self-evaluation practices;
- Strategic and School Development plans;
- The Performance Management Cycle;
- Bespoke whole, group or individual staff Continuing Professional Development
- The School's meetings cycle; including Governors, Senior Leaders, teaching staff, Key Stage meetings, and teaching assistants.
- Informal support from colleagues at a variety of levels.

Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

A good lesson

At Petersfield Primary School we believe that a good lesson should comprise of the following elements;

Planning - Before the lesson teachers will:

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear learning objective 'I am learning to/about' in 'child friendly' language arising from this assessment, the success criteria that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links – where it fits into their learning (past and future)
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

Introduction to the lesson – A good introduction to a lesson will include:

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- Sharing the learning objective and lesson's success criteria with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including technology and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;

- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Main teaching - The main teaching part of the lesson will include:

- Informing the children of the learning, success criteria and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning; □ Appropriately differentiated questioning;
Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Recognition for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Group teaching and independent activities – This part of the lesson will include:

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults including TAs, in order to support learning and/or move it forward;
- Pupils always knowing what to do if they are stuck or complete work;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning; □ Time reminders to indicate to the children how long they have left to complete activities; □ A purposeful learning atmosphere dependent on the task the children are completing.

End of the lesson – A good plenary or series of mini plenaries will include:

- Reference to the learning that has taken place and success criteria;
- Teachers and increasingly children making assessments which will inform future learning including other opportunities for consolidation such as Early Work;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the success criteria have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

Assessment and evaluation – after the lesson good assessments made by the teacher will include:

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's success criteria, and whether the children's learning moved on and if it didn't, why not?
 - Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
 - Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
 - Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking codes);
 - Use target tracker alongside marking to record progress and identify next steps;
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

Curriculum Planning

- 1) Petersfield Primary School's planning is based on the following requirements:
 - The Primary National Curriculum 2014;
 - the Early Years Foundation Stage Framework;
 - Letters and Sounds
 - The PE scheme – Cambridgeshire scheme
 - The PSHEC Scheme – Cambridgeshire Wellbeing scheme
 - The music scheme – Music Express
 - White Rose- Maths
- 2) Long Term Planning
 - Our 'Whole School Curriculum Map' and individual termly maps plots the content covered from reception to year six for each individual year group and each curriculum area;
 - It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
 - Effective links between subjects enable children to apply the knowledge and skills learned in one subject to others. There is a greater coherence to learning by the bringing together of complementary aspects of subjects in a thematic approach. Links between subjects are relevant and not contrived.
- 3) Medium Term Planning.
 - For English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children.
 - For mathematics we use White Rose.
 - For the foundation subjects our medium term planning is based on our own schemes of work and published schemes of work, we ensure appropriate curriculum and skills coverage
 - In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

4) Short Term Planning

- Detailed, daily/weekly short term plans are drawn up by year groups for all subjects each week, unless a unit of work is being taught as a block when it will be planned accordingly. The plans identify the context, learning objective (Can I statements), success criteria, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels, differing teaching and learning styles of pupils, resources for learning and homework activities identified.
- Planning is monitored by subject leaders the SLT on a half-termly basis according to school improvement priorities each term.

The Early Years Foundation Stage

The Foundation Stage includes all children in our Reception class. The Early Years Foundation Stage is the statutory curriculum which is followed by all childcare providers, nursery settings and reception classes. The curriculum is divided into core and specific key areas of learning and development. They are:

- The prime areas of learning: communication and language; physical development and personal, social and emotional development
- The specific areas of learning: literacy; mathematics; understanding the world and expressive arts and design
- The learning characteristics: playing and exploring, active learning, creating and thinking critically

Together, these areas of learning make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop. We strive to ensure that each child's learning and development occur as an outcome of their individual interests and abilities so our planned learning reflects this. An EYFS learning journey will be completed for each child. Each child will be assessed in relation to the 17 Early Learning Goal descriptors. Assessments will be based primarily on observation of daily activities and events. For each ELG, practitioners judge whether a child is at least meeting the level of development expected at the end of the Reception Year (expected), or not yet reaching this level (emerging). The completed EYFS Profile include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

The Role of Teaching Assistants

We have a number of support staff who play 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 children;
- Supporting a small group within the classroom;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with PLPs or Educational and Health Care Plans of special educational needs.

Behaviour Management

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy)

1. Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy using Target Tracker. Assessment for years 1-6 includes:
 - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
 - b) Marking of children's work; against the shared Learning and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
 - c) Formal assessments at the end of units/ terms in Maths using White Rose and for reading, Rising Stars.
2. Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
3. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's standards and achievements (including against similar cohorts and groups nationally) and provision and to inform future provision and school development.
4. All children in years 1-6 have a set target for attainment in reading, writing and maths. Progress against these targets is reviewed regularly by the class teacher, Subject Leaders and other senior Leaders as part of on-going assessment and diagnostic marking practices. This information is used by each of these to affect provision and school development.
5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
6. Summative Assessment

The school's arrangements for formal assessments 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 in learning.
7. Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained.
8. Formative Assessment
 - a) 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 steps to success against learning;
- Continuous feedback throughout the lesson;
- Self and peer assessment;
- Plenary activities;
- Marking linked to learning and steps to success and giving indicators for improvement of work.

b) 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.

9. 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.
- Records of progress kept for each child are:
 - updated annually by teachers;
 - examined by classteachers at the start of each academic year as they prepare for a new class;
 - retained throughout the child's time at the school and appropriate records passed on to other schools when pupils leave.

10. Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- careful consideration of year group splits during planning to ensure that all pupils needs are met;
- liaison with the other year group teacher ensures consistency of provision (this does not mean all pupils get exactly the same provision as it is dependent on their need and the class context)
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Petersfield is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their EHCP indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with ECHPs, have 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.

- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Home Learning

Home Learning opportunities should be used to engage and enthuse children to learn independently and with their family.

Homework is considered to be a valuable element of the learning process. We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a life long process and not just restricted to school hours.

The school's agreed practice for homework is that:

- homework is set on a regular basis (Thursdays), for all years, in line with our homework policy;
- 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;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for achievement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons.
- sharing effective practice and to lead action for improvement with involvement of teaching and learning co-ordinator;
- ensuring curriculum coverage, continuity and progress for all pupils is at least good;

- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies;
- analysing and interpreting data on pupils' performance against school expectations and other
- ensuring those students on the gifted and talented register are making suitable progress within the subject, and are being suitably challenged within lessons.
- Using comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, FSM pupils);
- monitoring pupils' work through work scrutiny: regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers termly and giving constructive feedback.
- highlighting any strengths and weakness within the teaching and learning of their subject.
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Development Plan.

Monitoring and Review

- Monitoring of Teaching and Learning aims to
 - identify and share good practice;
 - evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement;
 - track progress on teaching and learning issues identified in the School Development Plan;
 - identify key aspects of teaching for development by subject leaders and for the whole school;
 - identify and support weaker teachers; and
 standardise monitoring procedures including lesson observations, paired observations and work scrutiny
- Members of the leadership team may drop in to lessons and observe the progress the pupils are making at any point in the school day. An observer would expect to see proven progress in children's learning for all pupils - in their books, on the walls, in conversation, in their learning behaviour
- The Head teachers, Deputy Head Teachers will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Appendix 1

1. Teachers will securely (on Central Hosting) have:

- ☐ Class list
- ☐ Identified Groups – PP, FSM, EAL, SEN, CP, BME
- ☐ Family information – e.g. where 2 copies of reports / teacher consultations are required

- Medical information including copies of long term medical conditions form
 - Epipen protocol
 - Asthma card
 - Permission to use emergency salbutamol inhaler
- Copy of the signed letter from parents and school agreement about pupils able to walk home alone
- General timetable
- General groupings
- Carousel plans
- PLPs
- ECHPs
- SEN folder information
- Baseline assessment for all intervention pupils – see proforma
- Current data for all pupils
- Assessment and record keeping
- Copy of Marking and feedback policy
- Copy of current Assessment policy

2. The Learning Environment:

- Prepared in advance of the start of the school day – including the EYFS outside area
 - Date on the board
 - Visual timetable
 - Books prepared
 - Resources prepared
 - Early work on tables
 - Whiteboard resources prepared and on display
- Fonts to be used are Tahoma, Comic Sans or Handwriting Font □
 Resources that should be labelled and available at all times are: □
 Exercise books – stored in drawers – graffiti free
 - Pupil's pegs
 - sharpened pencils
 - purple polish pens
 - rulers
 - whiteboards
 - whiteboard pens
 - colouring pencils
 - colouring pens
 - paper,
 - line guides,

- best paper
- scissors
- glue
- Handwriting pens are stored for those with pen licenses.
- SEND resources e.g. word mats, high frequency words, task breakdown sheets, whiteboards, timers, smart targets, visual timetables
- Subject specific
 - Calculators
 - Maths resources boxes
 - Numicon,
 - number lines,
 - number squares
 - base ten
 - Dictionaries
 - Thesaurus
 - Guided Reading – drawers for carousel of activities
 - Worship Chest
 - Art aprons
 - PE kits – stored in really Useful Boxes in the classroom cupboards

3. Display

In the classroom

- Class weekly timetables clearly displayed
- English working wall
- maths working wall
- Science board
- RE board – working wall including questions
- Star for SMSC
- Emotions tree
- Learning pit/ Growth Mindset
- Visual timetable
- Numberline
- Historical timeline
- Class rules
- H&S board – fire, break protocol, emergency register)
- Handwriting joins
- Reading area

4. Planning will be:

□ Completed on agreed proforma featuring:

- Context (previous lesson and learning links & where this fits in – the bigger picture)
- L.O. (Can I statements) a narrow focus of what is to be learnt – knowledge, skills and understanding or practice. Pupils must know and understand what this is.
- L.O. provide the focus for what extent the lesson has met its aims and the focus for peer and self evaluation
- Success criteria the criteria the pupil needs to achieve to secure or move on). Pupils must understand the steps they need to take to succeed
- Task instructions are clearly separated from the LO and SC
- A clear learning journey should be identified – clear and coherent link between LO, SC, teaching, task and outcome.
- Resources needed
- Adjusted and adapted to suit needs & teaching and learning styles of each class by class teacher.
- Identified groups based on the previous and initial (during the lesson) assessments
- Activities selected to suit the needs of the learners; not pre-determined worksheets used and groups formed around these.
- An emphasis on recreating rather than reproducing information □

Extension

- A clear structure of the lesson including use of plenaries and min plenaries
- What is to be modelled – clear accurate demonstration of the skills, language, method, task pupils are aspiring to. Pupils can model this to others.
- TA tasks - to enhance learning of small group / individual including during starter and plenary.
- Flow - challenge, input, learning skills, clear worthwhile goals, immediate feedback, motivating and engaged learners
- Timing - pace, time to practise, consolidate and learn
- Changes, before and during the lesson, depending on pace / misconceptions/ pupil's prior learning.
- Annotated to identify pupils who receive 1:1 / small group work within a lesson to address misconceptions or where this is still needed.
- Shared with other adults in advance

• **Differentiation will:**

- Be part of normal High Quality Teaching for all pupils in the class including those with SEND
- Include a clear timetable of interventions - how they are to be delivered, by whom and when
- Not be left to the TA to plan
- Ensure that throughout the week all children will be taught in a focus group by the class teacher

- Include pre teaching, by task, outcome and resource
- Include clear baseline and end assessments to chart progress and attainment ○ Include PLPs being adjusted and changed if no or slow progress is made.
- Ensure that EAL, PP and FSM (and other identified groups) are known and appropriate provision made to ensure good or better progress and attainment
- Ensuring teaching is inclusive. Providing a range of learning opportunities for pupils with additional needs. ○ Challenge the more able specifically through depth of learning and mastery ○ Use learning partners

- **Teaching Strategies and Styles**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

- **Key skills include:**

- application of number;
- communication; □ computing skills
- problem solving;
- working with others;
- improving own learning and performance.

- **Thinking skills include:**

- creative thinking;
- enquiry;
- information processing;

- analysis;
- reasoning;
- problem solving; □ decision making; □ evaluation.

- **Learning Processes and Learning Styles**

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. Learning-activities are designed to enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more. These include:

- relaxed alertness
- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

- **Petersfield Ps**

- Partnership – all working together as staff, parents and pupils. Trust.
- Personal Growth
- Preparedness
- Perseverance
- Progress – community included
- Persistence
- Perceptive
- Perfect fit
- Planned
- Proactive
- Positivity

- **Pastoral care and guidance ensures:**

Pupils are greeted personally and individually each morning, with eye contact, smiles, affirmation.

- Additional pieces of personal information are shared and followed up.
- The teacher speaks much less than the children.

- Where pupils or parents raise concerns this is tackled within 24 hours.
- Appropriate fun is encouraged.
- All staff are prepared to listen.
- Teaching staff are accessible to parents on the playground and cultivate good relationships with them.
- Behavioural issues or conflicts with children are followed up e.g. phone calls home, weekly meetings with parents, liaison with other staff including TAs, MSAs and SLT.
- Additional time, where needed, is provided by teachers for SEND & PP children/ key children e.g. meeting with parents, flagging up concerns
- All staff have high expectations of pupils' ability to learn but also of their uniform and PE kit, pupils' attitudes towards learning, pupils' respect for each other and behaviour.
- All staff foster high standards and supervise transition including from the playground and cloakroom e.g. walking pupils round school, expecting a quiet line; ensuring coats are hung up neatly and quickly; having books available for pupils to begin Early Work immediately.