

Canonbury Primary School



Learning and Teaching Policy September 2010

“Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead we should try to turn out young people who love learning so much and learn so well, that they will be able to learn whatever needs to be learned.” (John Holt)

We acknowledge the essential purpose of education to be learning. Learning to create, to solve problems, think critically, learn and unlearn, to care about others and the environment. At Canonbury we keep our eyes firmly fixed on this purpose. It is our job to create the right kind of learning environment for this purpose.

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Section 1

Aims:

At Canonbury Primary School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best regardless of their ability, socio-economic background, ethnicity, language or gender.
- Develop confident, disciplined and enquiring learners, able to make informed, independent choices and able to apply their learning to new problems.
- Foster a love of learning for all adults and children within our community.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities and equality in respect of values in relation to gender, race, culture, class, special needs and belief.
- Provide and maintain a school and classroom environment which supports, reflects and stimulates learning.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

There are four fundamental types of learning as identified in UNESCO's report called "Learning, the treasure within".

- **Learning to know:**

Acquiring a broad general knowledge, intellectual curiosity, the instruments of understanding, independence of judgement and the impetus and foundation for being able to continue learning throughout life.

- **Learning to do:**

The competence to put what has been learned into practice, even when it is unclear how future work will evolve, to deal with many situations and to act creatively. This involves higher order skills at all levels, including being able to process information, evaluate, analyse and make critical judgements and to be able to communicate with others.

- **Learning to live together:**

Developing understanding of and respect for other people, their cultures and values. Building empathy for others' points of view, and understanding diversity and similarities between people, appreciating interdependence and being able to dialogue and debate, to participate and co-operate with others, enhance relationships and combat violence and conflict.

- **Learning to be:**

Developing the "all round" person who possesses great autonomy, judgement and personal responsibility, such that they can understand themselves and their world and solve their own problems.

These are the foundations, underpinning the creative curriculum at Canonbury and the experiences we are working to offer all our pupils as their educational entitlement.

Section 2

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a productive, clean, stimulating and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's behaviour policy.
- Maintaining purposeful and informative planning, assessment and evaluation documents, in line with the school's assessment for learning policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Years Foundation Stage curriculum.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and education of teaching and non-teaching students.

Equal Opportunities:

In accordance with the school's Equality Policy, all children at Canonbury Primary School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, class, gender, language or ability.

The curriculum on offer at Canonbury needs to be relevant and accessible to all pupils, and to ensure that the beliefs, experiences and culture of our community is valued and included at the heart of the curriculum. The school's commitment to an active learning approach, which ensures that children with a kinaesthetic preferred learning style have maximum access to learning through first hand experience, needs to be reflected in the planning reviews, observation of teaching, classrooms and shared areas of the school and work sampling that form our monitoring and review practice. All subject leaders, senior leaders and governors need to keep this commitment in mind when carrying out monitoring.

Successful Learning at Canonbury

In a staff meeting in September 2010, the staff reviewed the characteristics that would define satisfactory, good and outstanding teaching at Canonbury. It was agreed that there is an expectation that all staff will deliver at least satisfactory practice consistently in order to begin to deliver an entitlement to high quality education to our children. By the summer term 2011 it is our agreed aim that 80% of learning will be consistently good or better.

These were the agreed criteria for each category, which are used to make judgements during observation:

Satisfactory teaching and learning

Teaching and learning is satisfactory when planning and teaching reflects a range of learning styles. Children all make satisfactory progress. Behaviour management is effective and teaching assistants are effectively deployed to support learning. Assessment is used to inform learning and to evaluate the success of learning. If something is going wrong for groups of pupils then teachers will recognise this and address it.

Children enjoy their learning and the environment is clear from clutter and encourages independent learning. Children with AEN and SEN receive a differentiated curriculum, which empowers and enables them to meet the learning objective. Often this lesson will be symbolised by the three part lesson structure. ICT is effectively used to support learning.

Good teaching and learning

Some of the above features and:

All children enjoy learning and the progress they make in the lesson is good or better. Teaching assistants are working in partnership with the teacher, leading, assessing and evaluating learning. Assessment informs learning and pupils use self assessment to support their progress. Children's learning is supported through active first hand experience, discussion or creative opportunity. Children of all needs can access the learning through the support offered, be that writing frames, peer partnership working, differentiated task. Learning is supported through the environment and working walls and target displays show and reinforce next steps for pupils. The displays reflect and exciting, creative curriculum and stimulate further learning.

Behaviour management is positive and barely perceptible, and where extreme behaviours are exhibited they are dealt with in a positive and appropriate way. Opportunities for talk, questioning and reflection are frequent and develop higher order thinking and reasoning skills. While all learning remains part of a plan/direct, do, review cycle, the three part lesson may well be split into shorter chunks, so that learning can be made accessible for all regardless of attention span, learning style or the need to move on at a greater pace. ICT is used to extend learning and bring passive opportunities to life in the classroom. The curriculum values and reflects the experiences and cultural identity of pupils and the wider community.

Outstanding teaching and learning

Some of the above features and:

Children are given opportunities to lead their own learning and make, in some cases, exceptional progress. Assessment, often self-review, informs learning and children are clearly aware of the next steps required and how to achieve these steps.

The excited, well organised environment is used by pupils and visibly and effectively supports learning. Teaching is exciting and innovative, and children thrive and enjoy working collaboratively. Learning may well require flexibility in the learning environment dependent upon the type of experience being offered. ICT is the glue for learning and evidence of its use is clear across the curriculum. The teacher's relationship with the children underpins their expectations and sets the atmosphere of excellence.

Section 3

Management of the School Day:

I. The School Day:

Early Years Foundation Stage

8.55 ~ 9.00:	Registration	(05 minutes)
9.00 ~ 9.20:	Assembly	(20 minutes)
9.20 ~ 10.35:	Session 1	(75 minutes)
10.35 ~11.45:	Session 2	(70 minutes)
11.45 ~12.45:	Lunch	(60 minutes)
12.45 ~ 12.50:	Registration	(05 minutes)
12.50 ~ 14.00:	Session 3	(70 minutes)
14.00 ~ 15.00:	Session 4	(60 minutes)
15.00 ~ 15.15:	Story time	(15 minutes)

Teaching Hours per week Early Years Foundation Stage: 25.5

KS1

Y1 lunch break is 11.45 -12.45

8.55 ~ 9.00:	Registration	(05 minutes)
9.00 ~ 9.20:	Assembly	(20 minutes)
9.20 ~ 10.35:	Session 1	(75 minutes)
10.35 ~10.50:	Break	(15 minutes)
10.50 ~12.00:	Session 2	(70 minutes)
12.00 ~ 13.00:	Lunch	(60 minutes)
13.00 ~ 13.05:	Registration	(05 minutes)
13.05 ~ 13.45:	Session 3	(40 minutes)
13.45 ~ 14.00:	Break	(15 minutes)
14.00 ~ 15.00:	Session 4	(60 minutes)
15.00 ~ 15.15:	Story time	(15 minutes)

Teaching Hours per week KS1: 23.3

KS2

8.55 ~ 9.00:	Registration	(05 minutes)
9.00 ~ 9.20:	Assembly	(20 minutes)
9.20 ~ 10.20:	Session 1	(60 minutes)
10.20 ~10.35:	Break	(15 minutes)
10.35 ~11.20:	Session 2	(45 minutes)
11.20 ~12.20:	Session 3	(60 minutes)
12.20 ~ 13.20:	Lunch	(60 minutes)
13.20 ~ 13.25:	Registration	(05 minutes)
13.25 ~ 14.25:	Session 4	(40 minutes)
14.25 ~ 15.30:	Session 5	(65 minutes)

Teaching Hours per week KS1: 24.2

II. Curriculum and Planning

At Canonbury Primary School we are committed to following the programmes of study as required by the National Curriculum and the Early Years Foundation Stage curriculum guidance.

- The curriculum map is revised yearly by all subject leaders to ensure not only coverage, but also that it is stimulating and creative and relevant for the needs and the lives our pupils. Cross curriculum links are also made at this stage by all members of staff.
- The long term plans for the curriculum ensure that coverage by National Curriculum programme of study are clear on a 2 year cycle (A & B). The subject leaders produce and revise schemes of work for their subject, which provide teachers with a focus and suggested method for delivering the programmes of study and learning statements. The schemes also suggest the resources available and create a bridge to the medium term planning.

The schemes of work are centred around the curriculum map. The plans can be flexible, changing each year to reflect the resources available, local, national or international events and areas of expertise the teacher or pupils may share. At Canonbury we believe that central resources such as QCA schemes, can be used as a resource as required, but that the curriculum has to be owned and created by the staff who deliver it, based upon the resources available to them, the needs of pupils, and the key aspects of learning we aim to develop at Canonbury.

The objectives from the schemes of work are then added to the medium term objective planning sheet which ensures the curriculum can be delivered effectively over the weeks of the term, taking into account the impact of key events such as performances, assessment weeks, etc.

- Short term planning for literacy and numeracy uses a set format and requires teachers to plan units of work, using the objectives given in the numeracy and literacy framework. Every effort is made by the teacher to link the literacy topics to another area of the curriculum, eg humanities. This provides pupils with a more cohesive curriculum. At the end of each unit, teachers assess pupils' achievement, and this is then used to assess future planning.

Planning files have to be visible and available in each class. They contain the long, medium and short term plans for each term, and subject, and senior leaders, and governors can view planning files for monitoring as required. Plans are monitored by subject leaders each term, and weekly by senior teachers.

Teaching assistants should have access to a copy of the appropriate weekly plans each Monday and are engaged in reviewing achievement and planning at the weekly planning workshop.

Learning Environment:

I. Management

The learning environment will be managed in line with the Canonbury learning environment policy in such a way as to facilitate different styles of learning, with particular regard to Special and Additional Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Teaching Assistants and external agencies support children with Additional and Special Educational Needs, as outlined on their Group and Individual Education Plans.

II. Behaviour Management

As outlined in the whole school Positive Behaviour Policy, each class will display their own version of the Canonbury Primary School Golden Rules and a class green card list and behaviour monitoring chart.

III. Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be grouped according to curriculum subject and clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- In foundation and KS1 classes imaginative play areas 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. Wherever possible we are working to develop these opportunities at KS2 too.
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Central curriculum resources are labelled and stored in the resource room and subject stores. The phase team and subject leaders have a responsibility to maintain these resource stores and update them regularly.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Pupil learning styles (Visual, auditory and kinaesthetic)
- Resourced support, e.g. writing frames/ number squares/ etc
- Questioning
- Use of peer support and challenge
- Use of pupil talk opportunities

- Opportunities for more concrete experience
- The support of ICT

Differentiated tasks will be detailed in weekly planning. Learning objectives and success criteria will be specified for all differentiated teaching.

Assessment and Evaluation:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment for Learning Policy.

- The EYFS keep their profiles in line with the Development Matters and the EYFS age related bands. This is detailed in the EYFS policy.
- Year Two pupils are monitored in Mathematics and English using the Key Stage 1 Statutory Assessment Tests and Teacher Assessments.
- Year Six children are assessed in Mathematics and English using the Key Stage 2 Statutory Assessment Tests.
- All Pupils will be monitored using Teacher and formal assessment and for numeracy and English in the Spring, Autumn and Summer Terms. These sub-levelled assessments will be used to build a pupil track analysis profile. The evidence of the summer term SATs in Years 3,4 and 5 can be used to inform, but not dictate, these judgements.
- Children in identified Special and Additional Educational Needs target groups, will be assessed in greater detail using Age Standardised Reading and Spelling assessments where appropriate, as well as twice yearly IEP reviews where appropriate.

All results from these assessments will be analysed and used to inform future planning.

Monitoring and evaluation:

- This is detailed in the assessment, monitoring and evaluation overview document.

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provision of an integrated and active curriculum both inside and outside the Foundation Stage and Year 1 classrooms
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Early Years Foundation Stage and Key Stage 1 and between Key Stages 1 and 2
- The development of the links between Years 5 and 6 and local secondary school provision
- Teacher observation, reflection and evaluation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Investigation and enquiry led learning
- 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
- Provide all children with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal
- Use of the classroom environment to stimulate and enhance learning

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work. All learning should objective led and provide opportunities for reflection in the form of a plenary session. Pupils should know and be able to see, both the learning intention and the success criteria for every lesson e.g. What am I learning? What will I be able to do?

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate subject resource cupboard / area, and will be regularly audited by the subject leaders and Deputy Headteacher for Curriculum and Assessment.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Section 4

Learning Processes:

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. These include:

- Investigation
- Experimentation
- Listening
- Reflecting
- Empathising
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Canonbury Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure understanding that planning incorporates as many styles as possible. These styles include:

- visual
- auditory
- kinaesthetic

Section 5

Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their scheduled subject.
- Reporting to the Head teacher, staff and parents.
- Reporting to the curriculum and standards committee.
- Reporting to the Full Governing Body

And as detailed in the Governors' Document:

- To receive reports from the Head teacher and/or the Teacher Governor.
- To attend INSET.
- To receive reports from the Premises Manager on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending open evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plans, and any special and additional educational needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting, the school's homework policy.
- Contributing relevant information to initial assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs