

Richard Avenue Primary School

Teaching & Learning Policy

Date policy reviewed: Summer 2021

Date of next review: Summer 2024

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for; all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- To develop independent learners.

School Expectations

We expect teachers to:

- Have high expectations of themselves and all pupils.
- Impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- Have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject leaders.
- Make connections between previous, current and future learning
- Plan appropriately for all groups of children and access high quality resources
- Ensure that all pupils have equal access to the curriculum, allowing them to determine their own entry point.
- Ensure every lesson has a clear Learning Objective and relevant success criteria to support learning, which is explained to the class and remains on display throughout the lesson
- Prepare activities that are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts at an appropriate level of difficulty which will be determined by the individual pupil. (Guidance to be given as required)
- Cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
- Provide appropriate resources, which support learning outcomes and provide challenge for all pupils
- Create a stimulating learning environment to support accelerated progress, independence and interdependence.
- Have high expectations of presentation, quality and quantity of work
- Ensure lessons demonstrate key elements of good AFL practice, systematically check understanding, intervening when needed.
- Ensure pupils make rapid and sustained progress in Lessons.
- Provide high quality marking and constructive feedback to pupils that assists in next steps

- Respect each other by co-operating, supporting and communicating together so that learning is enhanced.
- Ensure that support staff are actively engaged, enhancing children's learning.

We expect pupils to :

- Provide high levels of engagement, commitment and cooperation within learning time.
- Respond well to teachers and lessons proceed without interruption.
- Respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Ensure work is sustained with a sense of commitment and enjoyment
- Be sufficiently confident and alert to raise questions, put forward their own opinions and to persevere with their work when answers are not readily available.
- Use skills provided to evaluate their own work and encouraged to do this every lesson.
- Learn from each other by working together.
- Have a respect for, looking after the wider world in which they live.

Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. Our curriculum has been developed following the requirements of the National Curriculum and tailoring this to meet the needs of our pupils.

The curriculum focuses on our key drivers:

- global citizens (allowing children to make links and consider their role within the wider world);
 - community (supporting pupils to use their skills and knowledge to make a positive difference to the world around them);
 - curiosity (motivating and supporting pupils to take responsibility and ownership of their learning through the use of carefully chosen enquiry based lessons);
 - communication (vocabulary teaching to enable children to develop a wealth of cultural knowledge).
- We use a range of resources to support our curriculum:

The new Primary National Curriculum 2014;
 The Early Years Foundation Stage Framework ;
 The Sunderland Agreed Syllabus for Religious Education;
 Government RSE guidance and PSHE Association;

Long Term Planning

Our 'Whole School Curriculum Routes' are used to plot the content covered from Nursery to Year Six. For each subject, the curriculum routes contain the 3 I's, which consists of the intent, implementation and impact; the long term plan, which outlines the content for each year group and the progression document, which shows the development of skills over time.

Medium Term Planning

Each subject route is broken down carefully to ensure detailed coverage of the knowledge and skills as set out in the National Curriculum. Key questions to promote enquiry learning and vocabulary are defined within topic plans to meet the needs of our curriculum drivers.

For English additional guidance is provided through the use of our school's guidance developed and adapted where appropriate.

For mathematics additional guidance is provided through the use of the Rising Star Objectives, Teaching for Mastery (NCETM), White Rose Maths Hub.