
All Souls Primary School Learning & Teaching Policy

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General Statements

- All Souls School seeks the wholeness of all its children: spiritual, physical, intellectual and social.
- Through the learning and teaching policy we offer a broad and balanced curriculum, which meets the requirements of the National Curriculum and the Education Act relating to religious education.
- All children benefit from the rich cultural and social mix found in this school and should gain some understanding of, and respect for, the cultural heritage of its members.
- All children are valued as individuals within a supportive and caring environment.
- Children are encouraged to express themselves effectively and competently in a wide range of contexts and to develop the confidence necessary to take advantage of all the opportunities to which they have access both within and beyond the school.
- Children are entitled to a full and stimulating curriculum and the best education we can provide.
- It is important that this document is read in conjunction with the other school policy documents.

Principles of Learning and Teaching

Learning and teaching are co-operative processes and we welcome and encourage the help and involvement of the school community.

All members of the school community - teaching and support staff, governors, parents and children work towards the schools aims by:

- Being aware of and supporting the school's aims and expectations;
- Acting in the best interests of the school;
- Ensuring that members of the school community are treated as individuals: they feel safe, valued and respected;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Caring for the school environment;
- Listening to others;
- Being in sympathy with the ethos of a Church of England school.

The senior management team along with the governors works towards these aims by:

- Providing a framework within which effective learning can take place
- Being supportive of teachers, other staff and children;
- Providing opportunities for continued professional development for all staff;
- Delegating a manageable workload;

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- Providing good quality resources;
 - Having high expectations;
 - Establishing an ethos in which everyone feels able to participate in the life and development of the school.

Teachers work towards the aims by:

- Providing and maintaining an attractive, interactive and stimulating environment;
- Giving access to the National Curriculum in a challenging and effective way;
- Assessing pupils termly and using the assessment information to inform planning and differentiation;
- Ensuring continuity and progression;
- Maintaining an up to date knowledge of the National Curriculum;
- being able to self evaluate and being involved in continuous professional development;
- Being good role models and promoting the school ethos;
- Liaising with all adults involved in the children's learning;
- Communicating with parents through meetings, newsletters, reports etc;
- Acting on concerns and informing parents promptly;
- Building links with the local community and making use of local and human resources.

Children work towards the aims by:

- Playing an active part in their learning and contributing to the enjoyment of the school experience;
- Taking an increasingly responsible role in their learning;
- Behaving in a manner that enables everyone to learn;
- Listening carefully to others and responding appropriately;
- Being willing to work and play co-operatively;
- Bringing to school the materials needed such as book bags, PE kits and swimming clothes.

Parents work towards the aims by:

- Facilitating their child's regular and punctual attendance and avoiding taking extended holidays in term time;
- Ensuring children arrive in school in a fit and ready state to learn;
- Informing teachers of anything relevant and responding appropriately to communications from school;
- Accepting the responsibility of supporting and promoting the school's ethos and expectations;
- Encouraging children to take responsibility for their actions;
- Working with teachers and other professionals to meet their child's needs;
- Being realistic about their child's abilities and offering the child positive support, praise and encouragement;
- Being prepared to work with the child at home.

Curriculum Organisation

Our curriculum is organised on a topic basis with one lead topic each half term. Each year group has a curriculum map showing the areas of work to be covered during the year. Each year group also has a topic folder, which contains the relevant units of work for each topic. Not all areas of the curriculum are taught through topics and this is particularly true of Numeracy and PE as well as some language development. In Numeracy and Literacy teachers should follow the guidelines and unit planners in the National Numeracy and Literacy Strategies. Not all areas of the curriculum need be taught in each half term but over the year a broad and balanced curriculum must be maintained. (I.e. Geography and History are taught alternate half terms in most year groups.)

The Foundation Stage follow the Early Years Curriculum and both classes have a flexible organisation in order to provide an appropriate early years curriculum responding to the observed needs of the children. Long term planning, based on desirable outcomes, is made for specific curriculum areas from which short term plans are made each half term.

There are school policies for all subjects, which provide more detailed guidance.

The Role of the Subject Co-ordinator

Subject co-ordinators have a variety of roles including the following:

- Taking the lead in the development of policies and units of work designed to ensure continuity and progression throughout the school;
- Monitoring the effectiveness of implementation by regular reviews;
- Taking responsibility for the planning, budgeting, purchasing , organisation and storage of resources in their area;
- Keeping their Curriculum Co-ordinator files up to date;
- Using non-contact time to develop their curriculum area;
- Keeping up to date through reading and attending relevant courses. Information from course to be disseminated to the relevant people and evaluation forms completed.

Classroom Practice

Within the class there should be different teaching styles. Whole class teaching, group work and individual work are used appropriately. More guidance is given in the policies for individual subjects. Discussion and co-operation between children is encouraged.

First hand learning experiences are emphasised and children are encouraged to take increasing responsibility for their learning and therefore:

- Investigative work is essential especially in Numeracy and Science.
- All subjects should provide children with the opportunity to be involved in different ways of recording and decision-making.
- All children should have equal opportunity and access to the curriculum. The special needs policy and extra support for children with English as an additional language help in this area. Tasks and activities should be differentiated as necessary.

Excellence is encouraged and celebrated through the following means:

- High quality displays of children's work are found both inside and outside classrooms;
- An opportunity is given for all children to have good work displayed at some time in the school year.
- Sustained effort including drafting and rewriting is encouraged to enhance work.
- School events such as assemblies, concerts and drama are seen as opportunities for children to have their work appreciated by an audience.
- There is an informal system of acknowledgements and rewards including stickers and certificates.

Good displays promote learning and interest:

- They should be kept in good condition and changed with each new topic.
- They should be clearly labelled at the children's level of understanding.
- They should raise aesthetic awareness.
- They should help to create a language rich environment.
- Many displays should be interactive and involve the children.

Additional class support is essential to allow all children access to the curriculum.

All classes are assisted by support teachers who should be involved in aspects of class planning and Assessment for and of learning. Support teachers should plan and implement their own lessons and where appropriate have clear agreed targets for the children with whom they work regularly.

There is some specialist teaching in music.

Each subject area has a curriculum co-ordinator who will give planning advice and support in their areas.

The Foundation Stage team plan together and support each other in the deliverance of their topics.

Non-teaching support staff are an important resource. They should liaise closely with class teachers. When they are working with children they should understand the purpose of the activity and be encouraged to contribute comments and observations. Routine tasks should be listed and completed.

Volunteer helpers are welcomed. They should have a specific role and may help with reading, group work, class visits or other activities.

Students are welcomed in school.

The school is in partnership with the Institute of Education and Roehampton University and accepts final year and PGCE students each year. The students have to meet the requirements of the planned curriculum for the year group they are teaching. The student, mentor, class teacher and University tutor should meet regularly to discuss the students progress and offer support where needed.

Homework is considered to be an important aspect of the partnership between home and school.

It is expected that all children will read at home and share books with their family.

Children may have number facts (tables, bonds) and spelling to learn at home.

Children are encouraged to extend class work at home and broaden their understanding.

Children who have made insufficient effort in school time may be asked to complete work at home.

Extra homework tasks will be given to children in Year 6 to help prepare them for SATs and secondary school.

Further practice in basic skills may be set for some children at the discretion of the class teacher.

Continuity and Progression

Good planning and evaluation is essential at all levels. There is an agreed policy and format for planning. Planning is to be placed in the purple folders in the office each Monday morning. The previous weeks planning needs to be evaluated and a copy of this evaluation should also be placed in the purple folder.

All planning is monitored by the Head and Deputy. Curriculum Co-ordinators should monitor the planning for their subject. Long and Medium term plans are kept for each year group. Class teachers have access to all the plans that have been made for the group of children they are currently teaching.

Regular staff meetings and INSET sessions are used to discuss aspects of the curriculum and these are planned by the SMT a list of staff meetings and their dates is displayed on the staff notice board.

Children should be encouraged to evaluate their own work both formally and informally and be involved in the target setting process.

Transition

Throughout the school we aim to provide children with a smooth transition between year groups.

During the Autumn and Summer terms the Reception teacher holds a transition tea to provide parents with information about the changes their child will experience when progressing from Nursery to Reception. A Reception class booklet is also given to parents. A transition tea is also held by the Year

One teacher in the Summer term to provide a smooth transition from the Foundation Stage to Key Stage One.

At the end of each school year meetings are held between class teachers to discuss children's needs, ability and progress. A more formal meeting is held between the Year Two and Year Three teacher to ensure smooth transition between Key Stages.

At the end of each academic year each class makes a display with is taken with them to their new classroom and displayed throughout September.

Teacher may also choose to continue with the same circle time objects or toys as the children used in their previous class. Memory baskets may also go with the children to their new class.

A photograph album of the children from their start in Nursery also moves with them throughout the school with a new class photograph added each year.

Assessment and feedback

(also see Assessment and feedback policy)

Children should always be given feedback on their work as positively as possible.

Children should feel safe to fail and criticisms should be constructive.

Where possible feedback should be given during the lesson, with the child present.

Feedback comments need to be valued and show the next steps in learning. Time needs to be given for children to read and respond to written comments.

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Raising achievement is approached in the following ways:

The school development plan identifies and prioritises the raising of achievement in specific areas.

Assessment data is collected each half term and analysed by the Assessment Co-ordinator and the Headteacher.

Assessment data is kept in red assessment files, there is one for each year group. The assessment for foundation subjects is done through annotated samples of work. These are stored in the children red assessment books or files. Profiles of children's work and development are kept in the Foundation Stage, these are continued in Year One. All assessment data is passed on to the new class teacher at the end of the year.

Reporting to parents

This is done through interviews and an annual written report

There is a meeting with parents in the Autumn term during which initial concerns may be raised

Parent interviews are held in the Spring term to discuss progress and in the Summer term to receive reports

Parents may meet with the teachers or head or deputy at any other time by appointment.

Formal summative assessment

This is carried out each half term through written tests and teacher assessment. SATS tests are taken in Year Two and Year Six. Optional SATS are carried out in Year Three, Four and Five.

The overall statistical profile is made available to parents, governors and the LEA.

Resources

Classroom resources are the responsibility of the class teachers who ensure that:

- There is a range of appropriate, accessible and labeled resources available from which the pupils can select materials suitable for the task in hand;
- All children know where resources are kept and rules for their access and use;
- All children know what they should not touch for reasons of safety or privacy;
- Children are encouraged to choose, collect and return resources when appropriate;
- Children and teachers work together to establish an attractive, well organised environment encouraging respect, care and value for all resources.

Central resources are generally the responsibility of subject co-ordinators.

Stationery and consumable stock are stored centrally mostly with free access to all staff.

There is a central library and resources area and children should be taught how to find and borrow materials. Books from the Schools Library Service may be borrowed by class teachers to supplement topics.

Each classroom should have a book area. This needs to be attractive and stimulating. Teachers should borrow books from the school library to add to existing class books.

Children should know which resources they are allowed to borrow.

Boxed topic resources may be borrowed by class teachers and should be returned in good order at the end of the topic.

There is a central science and technology resource area. Teachers may borrow materials as required. Everything should be returned in good order.

All resource areas should be kept safe and tidy.

External resources

The school buys into Westminster's Schools Library Service.

There is a wide range of resources available in the local community.

Westminster has a register of arts groups and there are opportunities for working with them.

This area is rich in museums and galleries many within walking distance.

Use should be made of human resources e.g. members of the Day Centre often have knowledge of this area in the past.

Time is an important resource and its use should be maximised.
All lessons and activities should be carefully planned and resources already in place. Lessons should be well paced and children should be encouraged to work at an appropriate pace avoiding time wasting.
Where possible and appropriate cross-curricular links should be made
Children should be given clearly defined tasks and instructions.
Children should be taught to take increasing responsibility for their own management of time.
All lessons, assemblies and activities should begin promptly. Children should be collected promptly at the end of playtimes.

Monitoring the Policy

This policy will be updated yearly and the use of it monitored by SMT through lesson observation and the monitoring of lesson plans, Assessment and Co-ordinator files.