Eastling Primary School

Teaching & Learning Policy

Reviewed October 2024
Next review October 2026

School Values

Our school values are at the core of everything we do, and were chosen by the children. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

- HONESTY
- PERSEVERANCE
- COLLABORATION
- KINDNESS
- RESPECT
- EXCELLENCE

These values will be part of everyday school life with one value being the focus each term. They will be central to assemblies, PSHE, circle time and every aspect of school life.

Curriculum Intent

At Eastling Primary School, we aim to put our children at the heart of everything we do to ensure every child reaches their full potential.
We will achieve this by:

- Allowing the children to have a full, fun, hands-on experience at school enabling them to have a childhood as well as an education.
- Providing a safe, supportive learning environment where all children and staff are happy and confident as they aspire to achieve.
- Fostering a love of outdoor learning enabling children to experience the wider world through educational visits in the locality.
- Encouraging all children to respect and relate positively with others and take responsibility for their own actions.

- Encouraging happy lifelong learners with a sense of self-worth and purpose.
- Pupils developing lively enquiring minds to be creative and to challenge their intellectual capacities by building on skills and knowledge through our broad, balanced and coherent curriculum.
- All aspects of our curriculum are accessible to all children. Please refer to the Equality Statement for further details.

Rationale

For good learning there must be good quality teaching and children need to be in an appropriate physical and emotional state to be challenged. This essential policy seeks to ensure that teaching and learning practice is of a consistently high standard throughout the school and results in improved rates of progress for all pupils from their relative starting points. We maintain that learning should be a rewarding and enjoyable experience for everyone and believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The complete implementation of this policy by all staff is necessary to ensure a consistent approach to teaching and secure learning opportunities for all at Eastling Primary School.

This policy gives a framework to which all staff (teaching and non-teaching), parents, children and Governors work.

Aims

This policy has been created by and agreed upon by the teaching staff and Governing Body.

Eastling Primary School is committed to high quality teaching and learning to raise standards of achievement for all children. This policy summarises the expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

STRATEGIES

The school should

- Provide adequate CPD opportunities for staff, including in-house training and meetings
- Have high expectations of teaching and learning, using observations as a tool for improvement and giving staff next steps in their learning
- Provide parents with the opportunity to keep up to date with curriculum changes e.g. Phonics, maths workshops etc
- Ensure parents are kept up to date with their child's progress and current targets
- Ensure budgets are in place for subjects and monitor these
- Ensure subject leaders have time and resources to implement and monitor the impact of their subject in the development and delivery of the curriculum

- Provide opportunities for children to engage with and experience the wider community at a local, national and international level

Teachers should

- Inspire and motivate children to learn
- Aim for good progress through high quality teaching for all learners
- Provide a quality environment to facilitate learning
- Model good learning behaviours, listening and expectations of all children
- Ensure all work is neatly presented and in line with the school policy
- Produce a current timetable, long, medium and weekly plans
- Provide targeted intervention to meet the needs of children in the class
- Contact parents if there is a concern about attendance, behaviour or progress
- Be vigilant regarding safeguarding and Child Protection
- Ensure assessment for learning is used as a teaching tool in all areas of the curriculum
- Produce a risk assessment for each off-site activity which will be reviewed by the Headteacher
- Engage with recent educational research through CPD
- Effectively manage and deploy support staff
- Follow all school policies

Teaching Assistants should

- Support teachers with the aims of the school
- Inform teachers of individual children's needs and observations of their behaviours
- Utilise plans provided by the teachers
- Take an active role in lessons supporting children's learning
- Teach and work with children observing, recording, questioning and giving feedback
- Follow all school policies
- Keep up to date with relevant CPD for their role

Readiness for learning

We cannot teach effectively and children cannot learn effectively if we have not secured and optimised the children's readiness for learning.

A. Physical readiness

We need to be aware that children should be well fed and adequately hydrated with both a good night sleep and rest breaks built into the school day for learning efficiency to increase.
Improved co-ordination and attention to task needs to be taught so that children understand that this helps them to learn more.
We will seek advice to help us provide for children who have medical conditions that may affect their learning, behaviour or concentration.

If a child is deemed not to be physically ready for learning then we will take measures to improve this during the school day and inform parents.

B. Emotional readiness and Well-being

We need to ensure that we provide security to the children so that they feel safe from physical/emotional threats and are encouraged to voice concerns to staff that will act on those worries.

We will teach and model examples of positive self-worth, empathy, morality and recognise that these may be affected by external factors such as bereavement, major news stories, extreme weather and teachers should adapt their approach to deal with these events.

We will model enjoyment in learning with the children and design worthwhile activities that make success more likely promoting genuine pleasure in both personal achievement and the achievement of others.

We use the Leuven scale to monitor children's wellbeing and involvement at least three times a year. The data is analysed and acted upon accordingly.

The school has an ELSA (Emotional Literacy Support Assistant).

Teaching & Learning

Underlying principles of learning

Teaching is informed by up to date pedagogical research including Educational Endowment Fund (EEF), National Centre for Excellence in the Teaching of Mathematics (NCETM), Department for Education (DfE), Centre for Literacy in Primary Education (CLPE), Education Inspection Framework (EIF) and Ofsted reviews.

Children learn in different ways, they may need to visualise and use spatial cues, others are logical and sequential, some rely on the language aspect of the learning to make sense for themselves.
Children learn when they know it's acceptable to make mistakes and can learn from such mistakes.
Children learn if their teacher has good subject knowledge and work is appropriately challenging.
Children learn through building on sequential planning with progress celebrated at every opportunity.

Teaching is adapted to take into account the needs of individual cohorts.

Effective Teaching:

- Each lesson/series of lessons should be typified by clear progress; even when children are consolidating their learning: they should show progress in their understanding and of greater confidence in the task. At the end of each lesson pupils should have moved their learning forward with the aid of effective teaching.
- High expectations by all members of staff will ensure that pupils make the progress that is expected of them and better.
- Pupils' work should reflect the good clear progress and development the children are making both within the lesson, over the week and long term.
- Pupils will be able to clearly self-assess their performance and understand what they need to do in the next lesson to further improve.
- Teachers should have a clear understanding of the National Curriculum and the Early Years Foundation Stage Framework and the expectations of each subject taught to enable them to provide good quality teaching.
- Computing should be a key skill which is utilised as and when appropriate.

- Lessons/learning should be engaging and typified by exciting, challenging, engaging and stimulating teaching strategies and tasks for pupils to complete that meet a range of learning styles.

Tasks given to pupils should be appropriately adapted to ensure they can be accessed by all children and linked to achieving the learning outcome. Tasks should provide the appropriate degree of challenge/support, tempered with high expectations, that is needed for all pupils to succeed.

Whole class work should form an integral part of every lesson and is designed to support, extend and challenge all pupils. All pupils including the more able, SEN and middle attaining pupils need opportunities to work both independently and alongside an adult throughout the week.

Additional adults are used effectively to move learning forward- taking an active role in the teaching and learning of the children and the whole class.

Intervention and resolving any misconceptions will take place regularly so that children's understanding is checked and they are able to move forward.

Learning
Effective learning happens if the majority of points on the checklist below are in place:

1. Positive relationships between staff and children
2. Positive classroom culture where growth mindset is encouraged
3. Stimulating environment
4. Effective resourcing
5. Enthusiastic and engaging attitudes
6. Effective modelling by teachers
7. Reflection and review are built in
8. Assessment for learning informs future planning
9. Encourages children to do their best and promote a positive attitude to work

Keeping attention levels high
Children are encouraged to be active learners and remain engaged throughout the lessons by:

Teaching is broken into manageable teaching points to avoid cognitive overload.
Use of Wake 'n' shake, Yoga and Dough Disco
Brain breaks/Mindfulness moments can be used before, during or after formal learning as a means to ensure pupils are ready and actively engaged in their learning.
Allow breaks, take children outside for a break if you feel it can be justified in order to freshen the learning activity – you must ensure adequate supervision of pupils.
Allow/encourage children to drink water to aid brain function.
Try to keep room well ventilated and avoid extremes of temperature.
Learning can be presented in a variety of ways.

Techniques to support effective learning
Music is used for a variety of purposes:
- To influence mood and atmosphere e.g. to energise or relax a class or to create a calm start or end to the day

- To demarcate time on a task e.g. using a timed piece of music for tidy up time, changing for PE or during independent writing
- To carry content e.g. through learning songs which carry subject content; learning with music enhances the ability to store and retrieve related information

Trips and visitors
We are fortunate to have two school minibuses and be located within easy reach of a variety of interesting and educational places which we use to enhance the curriculum and stimulate learning. Teachers aim to plan a minimum of one visit/visitor per term with a range of experiences being provided across the year.

Learning Environments
All children will understand the purpose and or audience of any written piece of work
All children will have their high-quality end product work valued and displayed with a focus on accuracy, imaginative display and pride
All children will be able to access ongoing learning through a high-quality learning journey display
All Classrooms will have an inspiring, useful book area
Displays should be current and used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and reflect the quality and breadth of the curriculum. They should be frequently changed, reflect the individual child's efforts as well as ability and can be interactive.

The Learning Environment Checklist
Effective learning takes place in an environment which is:

- Safe, caring, happy, challenging and stimulating
- Peaceful, calm and tidy
- organised and well resourced
- encouraging and appreciative
- Clear surfaces
- Labelled trays/resources for children to access independently
- Working walls and displays are used to support learning in class, they are up to date, relevant, useful, referred to, accessible and appropriate for pupils.
- Resources including computing are used as when appropriate

Non-negotiables for all Year groups:

- All classrooms will have a learning environment suited to the age and needs of the children.
- Knowledge organisers and topic grids are shared with parents via the school website.
- Termly class newsletters are shared with parents
- Range of Quality First Teaching methods are used to fit learning purpose
- Variety of Learning Tasks planned
- A range of adaptive strategies are used to enable all learners to succeed
- Pre-teaching is used effectively to prepare children for the learning ahead- developing independence
- Children are encouraged to collaborate with others
- Tables are set up that allow for collaboration
- Learning Objectives are Identified & Shared
- All learning is modelled to pupils with clarity
- All children are entitled to Outdoor Learning (including trips)

- Progression of knowledge and skills are carefully sequenced and underpin our curriculum
- Time is given to revisit previous learning
- Children are actively involved in assessment against success criteria individually, with peers and with adults
- High expectation of presentation and learning for all children is expected
- In English and Maths lessons challenges are available to extend learners
- Learning is engaging, inviting and allows for open ended learning indoors and outdoors
- Language for learning is used and encouraged
- Vocabulary is modelled and used throughout all activities
- Children are given opportunities to rehearse skills previously taught.

Presentation of Pupils' Work

We would expect the best possible standards from all children all the time

Each piece of work should be: -

- dated (use the numerical format for Maths and the full wording for all other work)
- marked using the school's marking policy
- completed in pencil or a handwriting pen
- in a cursive style from year 2 onwards, to utilise all their previously-acquired handwriting skills, and to encourage accurate spellings and letter formation.
- any errors can be crossed out with a single horizontal line to indicate an error

In addition, pupils should act upon the guidance given through teacher's marking from previous pieces of work.

Marking and Assessment

Marking is most effective as an activity during the lesson addressing misconceptions and identifying the need for further extension activities.

Some marking will be undertaken after the lesson; therefore, time must be given for children to respond to the marking and benefit from it.

Marking should always be developmental and identify next steps in learning, encourage high standards and indicate how the child can improve further.

Working with Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.

- Children's targets are shared with parents in Autumn, Spring and Summer.
- Settling in parent meetings are held in September where parents can find out about the class routines, timetable and expectations.

Two official parent/teacher meetings are held across the year in the Autumn and Spring terms but parents are entitled to make an appointment to see the teacher at other times. Teachers are expected

to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.

- A range of learning opportunities are provided to parents including phonic and maths workshops, reading drop ins, craft afternoons, and Stay 'n' Play sessions.

Pupil voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions.

Home Learning

At Eastling Primary School, we value the importance of family learning and are committed to support parents and carers to become involved in their own child's learning both at school and at home. Home school communication is an essential element of this process and we use the newsletter, workshops, open afternoons and assemblies to encourage parents and carers to get involved in their child's learning and to share excellent learning.

Home Learning opportunities should be used to engage and enthuse children to learn independently and with their family. Home Learning tasks should outline the planned learning intended and give a clear deadline for completion.

The table below is a guide to how much homework is given:

Year Groups	Reading (Daily)	Spelling (Weekly)	Other learning
EYFS	Daily book sharing/reading	Phonic learning is shared with parents via weekly newsletters to allow for follow up at home	Special book challenge weekly related to learning in school
1	Daily reading	Weekly- Spelling Shed Phonics weekly newsletter	Termly challenge- which offer children a choice of activities which are then shared in class. Weekly maths homework
2	Daily reading	Weekly- Spelling Shed Phonics pack (SEN)	Times Table Rockstars Maths weekly Love to Learn challenges- termly, which offer children a choice of activities which are then shared in class.
3	Daily reading	Weekly spellings – Spelling Shed	Times Table Rockstars Maths task related to weekly learning. Termly topic grid shared with expectation of one activity to be completed weekly.
4	Daily reading	Weekly spellings – Spelling Shed	Times Table Rockstars Maths task related to weekly learning. Termly topic grid shared with expectation of one activity to be completed weekly.
5	Daily reading	Weekly spellings – Spelling Shed	English and Maths activity set weekly on a Friday to be completed by Wednesday. Homework club if work is not in by Wednesday. Topic homework in holidays (not compulsory)
6	Daily reading	Weekly spellings – Spelling Shed	English and Maths activity set weekly on a Friday to be completed by Wednesday. Homework club if work is not in by Wednesday. Topic homework in holidays (not compulsory)

Learning Experiences

During their time at Eastling Primary School:

All staff will run a lunchtime or after school club each term

All children will have access to a range of different clubs daily both a lunch time and after school

All children from Year 1-6 will visit a museum

All children will have enjoyed a London stage show (KS2)

All children will have enjoyed live inhouse productions

All children will cook for a real purpose 'Roots to Food'

All children will cook outdoors on an open fire twice yearly with Wild Classroom

All children will visit a number of different farms

All children will experience a visit to a pumpkin farm

All children will have visited an Animal Park

All children will visit the Lifeboat Station

All children will visit the River Stour and go dipping on the water

All children will visit the Seaside

All children will have opportunities to fundraise for Abbie's Army

All children will visit a different school during their time at Eastling Primary School for a range of curricular experiences

All children will be given the opportunity to go on a residential trip (Year 6)

All children will sleep under canvas (Years 4 and 5)

All children will work with a professional artist

All children will work with a professional author

All children will be involved in a performance annually

All children will be involved in an historical re-enactment

All children will have a hiking experience (Bluebell Walk)

All children will experience weekly outing in the local area (EYFS)

All children will have the opportunity to represent the school in a sporting activity

All children will visit a castle

All children have the opportunity to learn a language

All children will have the opportunity to visit the O2 for Young Voices (KS2)

All year 6 children are buddies for Year R

All children will have the opportunity to be a monitor

All children will have the opportunity to learn to play a musical instrument

All children have swimming lessons (Years 3 & 4)

All children have gymnastics lessons at Faversham gym (KS2)

All children will be able to create something amazing

All children experience a range of adventurous activities during sports week (e.g. ice skating, skatepark, snowtubing, climbing)

All children have opportunities to visit various places of worship

All children experience OPAL

All children have the opportunity to take part in a Talent Show

All children have the opportunity to do Bike Ability (year 6)