



**Learning together
Achieving excellence**

Teaching and Learning Policy

1 Introduction

- 1.1 At **Riverside** we believe in the concept of lifelong learning, and the idea that both adults and children continue to learn new things every day throughout the course of their lives. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 At our school we aim to provide a rich and varied learning experience that allows children to develop their skills, Knowledge, understanding and abilities to their full potential.
- 2.2 Through our teaching we aim to:
- **enquiring and independent learners**
 - **foster children's self-esteem and help them build positive relationships with other people**
 - **develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others**
 - **show respect for all cultures and, in so doing, to promote positive attitudes towards other people**
 - **enable children to understand their community and help them feel valued as part of this community**
 - **help children grow into reliable, independent and positive citizens.**
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 - **Our overall aim is to develop children who are effective, kind and considerate, prepared for education and for life beyond Riverside.**

3 Effective learning

Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. To be effective learners, children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when

answers are not readily available. Also, children need to be able to evaluate their own work, select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other.

3.1 In acquiring these characteristics, we acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We place our philosophy on the work of Howard Gardner who identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning which teaching and learning styles to employ.

3.2 We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- a multimedia approach
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity.

3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. This takes place through:

4 Effective teaching

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge and are technically competent in teaching phonics and other basic skills. The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour. They will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand and they use time, support staff and other resources effectively.

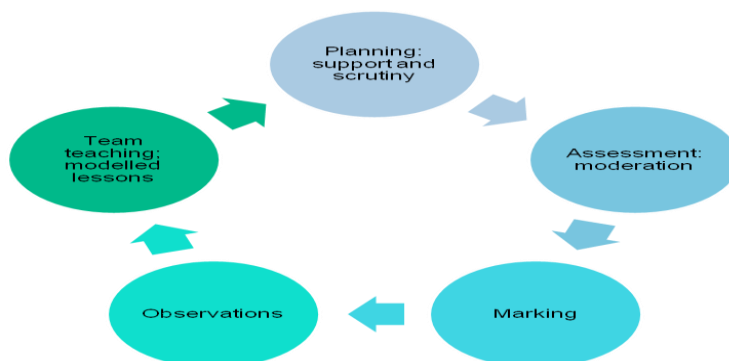
4.1 At Riverside we base our teaching on our knowledge of the children's level of attainment, using the new assessment frameworks for writing and numeracy. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, English as a second language or gifted or talented children

we give due regard to information and targets that are specific to individual children. We have high expectations of all children.

- 4.2 Pupil Progress Meetings are held each term to measure and review the progress of each child. (See Appendix 2 - Assessment and Target setting Policy)
- 4.3 We plan our lessons with clear learning objectives. We take these objectives from the school's schemes of work which are based on the National Curriculum, Numeracy and Literacy strategies and Early Years Development guidelines as appropriate. Our lesson plans contain information about the tasks to be set, the resources needed, the strategies we will employ to make sure the needs of all pupils are met and the way we assess the children's work. We evaluate lessons so that we can modify and improve our teaching in the future. (See Appendix 3 - Planning Proformas)
- 4.4 All teachers work hard to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and discipline. We share with children the class code of rules and responsibilities at the beginning of each academic year. We expect all children to comply with these rules that we revisit and jointly amend if necessary, to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. (See Appendix 4 - Behaviour Policy)
- 4.5 We ensure that all learning tasks and activities are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We also carry out detailed risk assessments.
- 4.6 We deploy teaching/learning support assistants, learning mentors, specialist teachers and other adult helpers according to identified needs across the school. Sometimes these adults work with individual children and sometimes they work with small groups and can teach the whole class.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly.

Mentoring Partnerships CPD at Riverside Academy 2016-2017



The principle is as follows:

- One SLT member has responsibility for raising the standards of teaching with their partnership member
- The monitoring, evaluation and action setting will have cyclical structure. i.e. joint planning scrutiny week 1, marking feedback week 2, team teaching/modelled lessons week 3
- Supportive not critical relationships developed
- Provides CPD for the SLT member

5. Structure of lessons and teaching

This year there is a major shift in how we teach our pupils to impact on learning for all and raise standards. All teachers will include seven strands in their lessons to ensure good learning:

Differentiation - to meet the needs of all learners

Modelling - to ensure understanding and clarity for all learners

Assessment for Learning - to measure progress, address misconceptions and plan for future learning

Active learning and engagement - to ensure children practise skills and apply them independently

Questioning - to raise the level of pupils' thinking and progress

Learning Behaviour - children are ready to learn and know how they learn

Marking and feedback - to enable pupils to recognise their progress, correct misconceptions and understand their next steps so progress is maximised. (See appendix 5 - learning toolkit)

This will include:

- **Less whole class teaching but frequent intervals of active learning with differentiated activities to meet the needs of all learners**
- **More direct teaching**
- **At least 2 focus groups per lesson in Key Stage 1**
- **Multiple learning objectives where necessary**
- **Greater emphasis on independent learning**
- **Planning meaningful independent activities and time to practise skills**
- **Greater emphasis on children taking responsibility for their learning**
- **Children learning how to learn with the skills required to be successful**
- **Children given the language to understand and talk about different stages of learning**
- **More personalised learning to suit individual learners**
- **More collaborative learning; children learn from teachers, other adults, other children and for themselves**
- **Lesson length depends on the learning**
- **Time fits the learning; the learning does not fit the time**
- **Flexible timetable to meet needs of all learning**
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- **Early Years:**
- **Small groups of children with key workers**
- **A team approach for consistency, understanding impacting on progress**
- **Learning activities differentiated using development band guidance**

- Learning opportunities inside and outside to meet the needs of all learners and styles
- Learning opportunities focussed to ensure progression and encourage individuals to be independent and creative.
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- Use of specialist teachers:
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Physical Education (P.E.) and Music will be taught by specialist teachers. These teachers have excellent subject knowledge and will use this expertise to provide excellent teaching for children. The school will also utilise their experience in ensuring that the needs of gifted and talented pupils are met.

Use of ability grouping:

Children are taught in ability groups as appropriate within their year group. The learning is differentiated allowing for consolidation but with a challenge to ensure good progress.

Use of booster classes:

The school will offer children opportunities to attend 'extra' classes in Literacy and Numeracy if we feel that the children will benefit from them. These classes are voluntary and take place after school as Homework Clubs.

Collaborative learning strategies:

We believe that children can learn from each other and that we should provide regular opportunities for children to work together and share ideas. When appropriate, teachers will use 'talk partners' whereby children work together to test out each other's thinking and explain answers.

Specialist intervention for pupils with English as an additional language or Special Educational Needs:

The school's policy is to have a teaching/learning support assistant in every classroom so that pupils with individual needs can be better catered for. In addition to these assistants, the school has learning mentors who work with children with specific learning needs. Special programmes of work for gifted and talented pupils: the school will provide extension and acceleration programmes for more able pupils when appropriate.

6. Learning environment

- 6.1** We work hard to ensure our classrooms are attractive learning environments. We change displays at least once a half term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to Literacy and Numeracy and foundation subjects. We believe that a stimulating environment sets the climate for learning, and a well organised classroom promotes independent use of resources and high-quality work by the children. (See Appendix 5 - Classroom Learning Environment List)

7 Curriculum

- 7.1** The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden

curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of Literacy, Numeracy and Information and Communication Technology (ICT)
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world, including how their environment and society have changed over time
- to enable children to be positive citizens in society
- to fulfil all the requirements of the National Curriculum
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
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We plan our curriculum at three levels:

7.2. Whole School level - long term

At whole school level we have an agreed curriculum map for each year group covering Year 1 to Year 6. This indicates what topics are to be taught in each term, and to which groups of children. Our curriculum is fully integrated. It also encompasses development of key skills. These skills, we believe, form the basis of success in all aspects of school life and are vital to life-long learning. We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Key skills form a cornerstone of curriculum planning throughout the school. For example, we give the children many opportunities to develop the application of basic key skills in their cross curricular studies, and when we teach physical education the importance of working with others is stressed.

The six key skills that we aim to develop are:-

- **Communication** This includes listening, speaking, reading and writing.
- **Application of number** This includes mental calculation skills, and learning how to apply these skills to solving number problems.
- **Information Technology** This involves using new technology to find, analyse, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.
- **Working with others** This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of

others and to develop the social skills of co-operation and mutual understanding.

- **Improving own learning and performance** This involves children in evaluating their own performance, and understanding what they need to do next in order to improve.
- **Problem-solving** This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

7.3 Year Group level - medium term

Within our medium-term plans we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. The objectives are integrated so that the pupils have a holistic experience in most lessons.

7.4 Class level - short term

Our short-term plans are those that our teachers write on a weekly basis, usually annotated daily. We use these to set out the learning objectives for each session, to identify what teaching strategies will be employed, how the children will be grouped, what differentiation there will be and what resources are required. These plans are evaluated at the end of the week and used to inform future planning.

8. **Assessment, recording and reporting**

We believe that effective assessment provides information to improve teaching and learning. We use Academy developed writing and numeracy frameworks for assessment and to plan for the next steps. These are shared with the children and parents. We use a reading scheme for early level of development. Assessment tools for levels 3 - 6 are backed up by optional SATs. All adults working in the Early Years constantly make observations as the children engage in the activities and develop their skills. Staff work closely with parents and carers to enable a shared, agreed and accurate picture of a child's development. We give our children regular feedback on their learning so that they understand what it is that they need to do better. We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of progress made by the class. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all of our children.

8.1 **Procedures used by the school:**

- **National statutory tasks and tests:** These are externally produced and are taken at the end of the Key Stages 1 & 2. They enable us to compare pupils' and the school's performance against local and national benchmarks. We use this information to set targets for improvement.

- Half termly assessments are made by the teachers based on their professional judgments with hard evidence in book. All assessments are moderated by staff at school level, cluster level and regional level. This enables us to keep track of children's progress and to set targets for improvement.
- Baseline assessments: ensure we have relevant assessment information from the transferring school, school assessments are undertaken, including phonics in year 1 so that we can compare actual improvement against attainment on entry to the school.
- Foundation Stage profile: followed to plan and make assessments.
- Marking: This concentrates on learning intentions and focuses on how well the learning intention has been achieved as well as giving guidance for future improvement.
- Teacher assessment: This is used to provide ongoing information about how well children are achieving in each subject. In Literary and Numeracy it supports information gathered from formal tests. In all other subjects it is the main way in which judgments about children's attainment are made.
- Annual reports: These show assessment in all curriculum areas for all pupils. These are written by class teachers with contributions from support teachers as well as learning assistants. Year standards and attainment of expectations are noted in all curriculum areas. The school has a statutory responsibility to inform parents of their children's progress in all subjects every year.
- Attainment profiles: These are used to show the profile of attainment within each class. They show the current levels of attainment of each group of children in class and are used to target resources appropriate to the children's levels of attainment.
- Tracking sheets: These show the coverage completed by each child as well as their current levels of attainment and ensure that all children are monitored in each area of the curriculum.

The school has an annual cycle of assessment, recording and reporting which means that across the year children's attainment in all subjects is systematically assessed.

9. Children requiring special provision

- 9.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented in some way.
- 9.2 If a child has a special need, our school does all it can to meet individual needs. We comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, his/her teacher consults with the school's special needs co-

ordinator who will make an assessment of this need. In most instances, by differentiating the curriculum, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs either through specialist resources, support from special need assistants or a modified curriculum.

- **(For more information see the school's Special Needs Policy)**

9.3 The school monitors and provides individual learning opportunities for each of the children who are on the special needs register. This impacts on the targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

9.4 A small number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. These children have skills and knowledge about language similar to monolingual English-speaking children and their ability to participate in the full curriculum may be in advance of their communicative skills in English. We ensure as full access as possible to the curriculum and to assessment by:

- **using accessible texts and materials that suit children's ages and levels of learning**
- **providing support through ICT, video or audio materials dictionaries and translators, readers and amanuenses**
- **using the home or first language where appropriate**
- **providing support from teaching assistants**
- **The school has a Special Needs Co-ordinator(SENCo) who is also responsible for supporting teachers in meeting the needs of EAL children. The SENCo also maintains a register of pupils receiving support, arranges for assessments to be carried out, tracks the progress of EAL children and organises training for staff (for more information see the school's EAL Policy)**

9.5 Within our school we recognise that we have children who could be termed gifted or talented. The term gifted refers to a child who has a broad range of achievement at a very high level. Children who are gifted often have very well-developed learning skills. The term talented refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our planning, however, we use the terms more able for children who, at a national level, are referred to as gifted and talented.

One teacher co-ordinates the provision and practice within the school for more able children. The co-ordinator's role includes:

- **ensuring that the gifted and talented register is up to date**
- **monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able children across all curriculum areas**
- **regularly reviewing the teaching arrangements for more able and very able children**

- monitoring the progress of more able pupils and supporting staff in the identification of more able children
- providing advice and support to staff on teaching and learning strategies for more able children
- liaising with parents, governors and officers on issues related to more able children.

In terms of provision for more able pupils, we give all children the opportunity to show what they know, understand and can do, and we achieve this by providing:

- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for children to progress through their work at their own rate of learning
- withdrawing children to work with specialist teachers or on specialist programmes
- a range of extra-curricular activities which offer more able children the opportunity to further extend their learning in a range of activities
- We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school.
- (For more information see the school's Gifted and Talented Policy)

10 The role of parents in teaching and learning

10.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding termly parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment
- home visits for all children on entry to the nursery
- sending information to parents at the start of each term in which we outline the topics that the children will be studying
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

10.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;

- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement.

11. The role of Governors in teaching and learning

The school's governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes
- Governors at Riverside are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. They receive reports from subject leaders which give them information about the current status of their subject. The Curriculum Committee monitors implementation of the school improvement plan, evaluates and advises on schemes of work and reviews policies. The full Governing Body receives a termly headteacher's report. Governors also carry out focus visits to the school to look at a specific aspect of teaching and learning.

12 Monitoring and review

12.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the summer term 2018.

Date: 28th April 2016