

# Coppermill Primary School



## **Teaching and Learning Policy**

Ratified by the Curriculum and Achievement Committee on: 6  
December 2018

Review cycle: 3 years

Next review: Autumn 2021

## Our mission statement

### **We ensure**

that all our pupils thrive as successful learners, through high quality teaching within a rich, supportive and safe learning environment

### **We provide**

a friendly, harmonious and happy community and set high standards of respect, behaviour and achievement

### **We enable**

every child to use their abilities to the full through a broad, balanced, differentiated and stimulating curriculum.

## **Introduction**

We believe that in order for children to achieve well and make outstanding progress, teaching must be of the highest possible standard. At Coppermill this is achieved and maintained through continuous professional development and robust monitoring. A strong feature of pedagogy at our school is regular professional dialogue and engagement with cutting edge best practice.

As creativity is one our core values we encourage staff to develop areas of their own interest through action based research projects and use evidence based strategies for teaching and learning.

This policy sets out and summarises expectations and common working practices at Coppermill. 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 of the school and supports its vision.

It should be read alongside the following policies/documents:

Teaching and Learning Expectations Document  
Marking and Feedback Policy  
Presentation and Handwriting Policy  
Homework Policy  
Calculation Policy  
Behaviour Policy  
SEND Information Report

## **Principles of Teaching and Learning**

Learning is the purpose of the whole school and is a shared commitment. At Coppermill we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;

- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, unity, empathy, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to our motto which is – ***'Learning together achieving forever'***.

## **Ethos**

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- 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;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

## **Roles and Responsibilities**

Teaching and Learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

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

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

## **Planning**

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff and approved by governors.

At Coppermill we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHCE and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Computing is a major resource, which is used across the whole curriculum. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Planning takes place half-termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the whole school long term Curriculum plan. Swimming instruction with specialist teachers takes place at the local swimming pool.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. At Coppermill we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use mathematics at a proficient level to facilitate learning across the curriculum.

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;

- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

### **Differentiation**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- questioning;
- content;
- task;
- relevance;
- resources;
- extension;
- autonomy;
- outcome;
- teacher/adult support.

Pupils with special educational needs receive support provided by a teaching assistant and/or an additional teacher. Extra support is given in the classroom from teaching assistants and sometimes by volunteers. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See SEND Information report).

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Assistant Headteacher or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around Provision Maps and the impact of the interventions that are used. Subject leaders will regularly monitor children's books and lessons. The Headteacher and Assistant Headteacher will observe, mentor and coach individual Class teachers within a termly monitoring cycle. The Performance Management cycle informs teaching and learning.

### **Teaching Strategies and Styles**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- 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;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.

Activities should show a balance in terms of individual, group and whole class work.

Specialist teaching is available from subject leaders when they can be released from class and also in the form of visitors.

The emphasis of our policy is on a good variety of experiences and we encourage children increasingly to take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Coppermill we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;



- evaluation.

## **Learning Processes and Learning Styles**

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 and learning styles. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;
- problem-solving;
- making choices and decision-making.

At Coppermill opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We shall ensure that learning is accessed by as many means as possible. Staff are aware of a range of theories and research linked to learning including encouraging a 'Growth Mindset'.

Planning will incorporate as many styles of working as possible. These styles include:

- individual learning;
- collaborative learning in small groups, or pairs;
- one to one learning with an adult, or more able pupil;
- whole class;
- independent learning.

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcomes.

Successful teaching takes account of children's prior learning and must ensure continuity and progression.

Linked to the above, successful teaching is:

- confident – teachers have a clear understanding of subject knowledge and setting objectives
- high expectation – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- interactive – pupil’s contributions are encouraged, expected, extended
- characterised by high quality oral work
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes.

Teachers at Coppermill feel that pupils learn best when:

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- the learning environment is well-organised and resources are easily accessed
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve.

## Appendix 1

### Teaching and Learning Expectations Document

#### Classroom organisation and learning environment

##### General Principles

- Tidy, well organised, clutter free, ventilated, stimulating and vibrant
- All class teachers' resources out of sight in cupboards and neatly stored away
- Every day learning resources such as pencils, rubbers, rulers should be neatly stored in pots on tables
- Defined and labelled areas/spaces for storage of pupils' exercise books and all general resources
- Exercise books should not be left on tables but stored neatly away at the end of every session
- Trays/areas all clearly labelled with a **printed label** – **see office for any support**
- Designated and tidy reading area/corner that is organised and well stocked with age appropriate books – mixture of fiction and non-fiction books
- A range of learning prompts identified by the needs of your class, e.g. display an explanation of the differences between **their, there and they're, alternatives to said, etc.** –
- Facts and questions displayed – open, closed and interactive
- A range of fonts/lettering/handwriting font– appropriate to the class
- 2D and 3D displays
- Visual prompts/labels/signs to support EAL and SEN pupils – reflect needs/diversity of class
- Have a range of relevant learning prompts, number lines, 1-100 number squares, high frequency words
- Use as much wall space for LEARNING PROMPTS
- Some celebration of children's work.

### **Classroom layout**

- The layout of the classroom should support a variety of teaching approaches and good learning that can be adapted to the needs of learners with emphasis on encouraging pair/group learning opportunities
- Groups of 4 – 6 would be the ideal for most classes
- Alternative seating arrangements should be discussed with SLT.

### **Displays**

- Designated boards for Maths, Literacy, Science, Topic, RE (when needed) and small noticeboard for general information, timetables, rotas, etc.
- Speed sounds to be clearly displayed for pupils to see - Reception and KS1.

### **Working Walls – for Maths and Literacy at front of class**

- Linked to current learning and used as tool to support learning
- Displays current and appropriate vocabulary
- Visual prompts for EAL pupils
- Maths working wall
- Literacy working wall
- Shows children learning/methods/strategies.

### **Resources**

Classroom teachers and subject leaders should ensure that:

- there is a range of appropriate, accessible and labelled resources available for which children can select materials to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

### **Teaching and Learning basic practice**

- Lessons should be well balanced between whole class teaching and independent learning/work time to allow for good quality independent recording of learning.
- Reinforce no hands up rule in relation to children indicating they want to answer – Learning Partner A and B, work/discuss then choose children to feedback e.g. A tells B and B feedbacks back then alternate, use of lollypop sticks, etc.
- TAs to work with a variety of groups each day not solely SEN children.
- All adults should be fully engaged with the children at all times
- Remember to use mini-plenaries where applicable to: address any misconceptions/reinforce learning pick up on any issues found while circulating/or from focus group
- Ensure planning is shared with TAs so they are clear of their role during each lesson plus methods/strategies to be used

- All children to do PE (unless injured and a parent has informed the school). If a pupil is not wearing the correct PE kit it is the responsibility of the Classteacher to ensure they are sent spare kit cupboard with a TA where they will be provided with a spare item
- Classteacher and TA to work with different ability groups/individuals each day
- TA to be in class supporting children/groups **am** and some will lead interventions **pm**. Can do 'other' work, (e.g. photocopying, tidying, laminating, etc.) during PE/Art/D&T/Music sessions and assemblies
- Modelling by classteacher/TA should be the norm whether maths calculations, writing in literacy, etc.

## Presentation

*Also refer to Presentation and Handwriting policy*

- The expectation of the classteacher, TA and any other teacher is that all work is well presented within the individual child's ability
- Any incidental mark making, graffiti, etc. should always be picked up by the classteacher/TA and appropriately dealt with
- All front of books will have printed labels : name of child, name of class and subject on front cover – nothing else
- Once a child completes a book ensure new books are correctly labelled with a **printed label** – **see office for any support**
- All books should be neatly stored in a designated space – *e.g. in labelled boxes* with a **printed label** – **see office for any support** *at the side of the classroom*
- KS2 – short date (DD/MM/YY) for Maths, long date for Literacy on left hand side – unless pupil has a learning difficulty
- KS1 – short date for (DD/MM/YY) Maths and Literacy until motor skills enable pupil to quickly write long date
- KS2 – All pupils write learning objective unless pupil has a learning difficulty then teacher/TA writes or types LO which is stuck in book
- KS1 – typed LO stuck into book until pupil is able to quickly write LO
- LO to start with verb then skill and to : e.g. To know/understand/be able to/recognise
- Appropriate pencil grip should be taught and everyone should ensure that good habits are formed from the beginning – Reception and KS1
- Collins handwriting scheme is used for the teaching of forming letters and should be practised little and often - All staff should model this style where appropriate
- All maths work will be in pencil **only**
- In all literacy and writing children to use **black handwriting pens only** (once writing is of an acceptable standard and a pen licence has been issued).

## Children's work

- All work in books must be regular and show evidence of meaningful and purposeful leaning that clearly supports the LO every day
- Work needs to be differentiated to the needs of the individual child
- Limit use of worksheets – think first if a worksheet is really necessary and is there anything on the worksheet the children can do independently. However if worksheets are used they must be neatly stuck or stapled into books.
- All learning needs to be evidenced – e.g. photographs for drama/investigations, group work, or any other shared activities.

- The expectation of the classteacher, TA and any other teacher is that all work is completed within the set time and is of a high quality within the individual child's ability

### **Assessment, Recording and Reporting**

- Assessment for Learning (AFL) should be used to inform planning
- Ensure a flexible approach during independent working time to reflect the needs of your class based on daily AFL, e.g. addressing individual misconceptions, circulating to monitor engagement/behaviour/working with a focus group, more able not sitting through direct teaching if they already understand the learning.
- Phonics will be continually assessed and pupils groupings adjusted where relevant – Statutory phonics screening test will take place at the end of year 1 and re-tested where necessary at the end of year 2
- Unaided writing assessment in purple books every half term assessed against CARM descriptors
- For assessment weeks a combination of - AFL, (formative) and summative (testing) should be used to assess individual attainment and progress
- Testing/Assessments – End of each term –November, March/April, June and half termly writing assessments. (Maths mastery assessments, twinkle reading assessments and SATs papers for relevant year groups
- Attainment will be recorded using CARM and teachers to submit transition tables with details of attainment and progress
- At the end of every assessment period pupil progress meetings will be held with a member of SLT and key issues discussed.
- Reporting to parents will occur twice a year through consultations and once through a written report. Progress of individual pupils will be communicated to parents and overall statistical profile (but not individual results) will be made available to parents, governors, LA and national government.

### **Marking and Feedback**

*Also refer to Marking and Feedback policy*

- Mark all work every day using a variety of marking e.g. self/peer/detailed/errors corrected or verbal feedback
- All marking by staff using a purple pen and responses by children to be in green
- Pink highlighter will be used to identify effective writing against the LO/SC
- Response/deep marking **weekly** in maths and literacy books – reminder, scaffold or example
- All marking including self/peer assessment should be against the LO and SC.

### **Home Learning**

*Also refer to Homework policy*

- Maths homework is set on the same day weekly in line with our whole school Singapore maths approach and Calculations policy appropriate to the year group – *Year 1 upwards*
- Literacy homework should include reading opportunities, spelling and some writing - opportunities which is incorporated in the termly independent home learning projects linked to class topics
- Children will have the opportunity to present their projects in class to their peers at the end of each term

- Reading should occur every day at home and recorded in yellow reading record books
- Spellings should be provided based on the ability of the children
- All home learning projects handed in needs to be acknowledged by the class teacher using project certificates.

### **Enrichment**

- Teachers should plan for at least **one** trip or visitor each half term linked to the current learning or topic to provide children with a wider range of opportunities to learn beyond the classroom
- Children will also be provided with other learning/creative/sporting opportunities, either before, during or after school, as part of Coppermill's ethos to a broad enrichment programme.