



Repton Manor Primary School

Teaching and Learning Policy November 2023

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<u>Governor signature</u>	W. Wills
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REPTON MANOR PRIMARY SCHOOL POLICY FOR TEACHING AND LEARNING.

At Repton Manor Primary School we believe that children learn in a caring and fun environment. EVERY child should feel valued, included and secure. Their physical, emotional, social and cultural education is as important as the National Curriculum.

We recognise that children's self-esteem is paramount to their learning. To ensure children are motivated and achieve high standards, our curriculum is exciting, stimulating, broad and balanced, offering children outstanding learning opportunities.

The quality of our teaching is the most important factor that we can use to influence children's learning. In order to achieve the best learning possible for all children, we insist that teachers deliver 100% of their lessons as 'good or better'.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we 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.

Our Vision - The Repton Manor Way!

“We believe our children are our future, teach them well and let them lead the way.”

I am important to my school and my school is important to me

Every single child and their needs come first. All decisions; from the layout of the building to the design of our curriculum; from the employment of new staff to expenditure of our budget, is made by answering the question, “What is best for our children?”

I feel safe, healthy and cared for

Repton Manor Primary School ensures all children are safe. Our new building meets all up to date health and safety requirements. It is secure to pupils whilst still being open and welcoming to parents. School lunches are of a high standard and some older pupils will even have the chance to learn how to cook alongside our school catering staff and develop an understanding of a healthy diet. Children feel cared for and know there is always an adult there to listen, we have developed a 'family ethos' to our school. We are an inclusive school and everyone is valued.

I enjoy learning because it is fun and exciting

A rich and exciting curriculum reinforces basic skills and leads to high achievement for all. Skilled and professional teaching staff ensure children are enthused about learning by making individual steps clear through fun lessons inside and outside the classrooms. Our beautiful school building inspires children and caters for a wide range of learning styles. We see children as individuals and as such they learn in a variety of ways, supported by a variety of teaching approaches.

I am proud of myself and believe I can do my very best

Children achieve their best when they know their success is celebrated by those around them. Our staff foster a sense of pride and happiness through caring relationships with our children. Repton Manor values each child and as a result, children will look forward to coming to school everyday.

I am learning about the people and world around me

Repton Park, within Ashford Town, is a wonderful and dynamic community. Our school is at the heart of this community and our children gain an understanding about the diverse range of people, rich multi-culture and amazing natural world in which we live. Children will develop a sense of their rights and responsibilities to our local, national and global community and begin to make a positive impact on their future.

I celebrate learning with my family and my community

Parents and family are the most important and influential people in a child's development. We aim to involve parents in their children's learning as much as possible, giving each child the best possible start in life. There are many opportunities to learn and celebrate with your child and our community here at Repton Manor Primary School.

The purpose of this policy

- This policy is intended to be a practical working document. Alongside it is an electronic Staff Handbook on the staff page of our website (<https://www.reptonmanorprimary.co.uk/staff-handbook-login/staff-handbook/>).
- Many aspects of this policy have already been discussed and agreed by teaching staff and have been consulted with parents and children.
- This policy outlines a basic level of good practice and provision which is to be matched in all of our classrooms. It is not intended to be a definitive statement on all matters pertaining to good teaching and learning. There are still areas where practice and provision may be further improved. This policy will, therefore, develop over time.
- All staff will be expected to follow the practices within this policy. Much of this policy applies to EYFS, however a separate teaching and learning policy for EYFS is in place to take into account certain variations, e.g. in planning.
- The expectations, arrangements and provisions will form the basis for the schools' monitoring of classroom practice. Monitoring of teaching and learning is a process that is essential to gauge quality of teaching and to identify areas for improvement for individual teachers, year groups, phases, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils. Clear feedback is provided to teaching staff that are observed and targets are set accordingly.

This policy is arranged under the following headings:

- Expectations of staff and children
- Teaching and Learning
- The Learning Environment
- Classroom Organisation
- Planning and the curriculum
- Assessment and Feedback
- Presentation
- Home Learning and The Role of Parents
- The Role of Governors
- Monitoring and Review

Expectations of staff and children

Teachers at Repton Manor Primary School should:

- Share high expectations of children and their learning.
- Behave in such a way that encourages a positive, nurturing learning environment in class, around the school, playground and with the community.
- Create a classroom ethos to encourage self-esteem and self-belief.
- Facilitate high quality learning for all our pupils, regardless of starting points, across a broad and balanced curriculum.
- Set challenging but achievable targets in both social and academic learning.
- Enable each child to achieve their targets.
- Follow the schools dress code.

Pupils at Repton Manor Primary School should:

- Aim high.
- Participate to the best of their ability.
- Follow the school rules.
- Wear full school uniform and have correct PE kits.
- Behave in such a way that encourages a positive, nurturing learning environment in class, around the school, playground and with the community.

Teaching and Learning

We believe that an effective teacher:

- Builds effective, positive and nurturing relationships with all children in their care and their families.
- Inspires ALL pupils so that they want to learn.

- Aims to engage and inspire pupils with enthusiasm, making learning enjoyable.
- Has high expectations of all children; inspires, motivates and challenges them appropriately.
- Promotes good progress and outcomes for all children.
- Enables each child to make good progress by making them aware of how to achieve their targets.
- Is sympathetic to the needs of all children.
- Employs a wide variety of interesting teaching methods, taking into account the different learning styles and differentiates teaching to ensure all children are included.
- Establishes welcoming and open liaison with parents and families.
- Establishes clear, consistent, realistic standards of behaviour in line with the behaviour policy.
- Has good subject and curriculum knowledge.
- Helps children to understand how they learn best and encourages children to build on all of the characteristics of effective learning.

Effective Learning:

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 take into account these different learning styles when planning and teaching. Staff development is aimed at increasing understanding of how pupils learn and how we need to reflect on our teaching in the light of this knowledge.

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

- Investigation and problem solving;
- Researching and finding out;
- Group work;
- Paired work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of Computing;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching and responding to television, musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

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 – what helps them to learn and what makes it difficult for them to learn. We do this through a focus on the characteristics of effective learning at all ages. We aim to offer as much choice as possible to children in learning tasks, so that they can choose to present their learning in ways that best suit their styles.

The school is proactive in identifying and removing barriers to learning so that all children can achieve their full potential. This may include support which is not curriculum based in order to allow a child to learn effectively by meeting a need which would otherwise form a barrier.

Effective Teaching:

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. The school makes every effort to enrich the curriculum for all pupils in a wide variety of ways to enhance the formal and informal teaching which takes place.

Each of our teachers makes a special effort 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 of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with our three school rules, 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 acknowledge and reward positive behaviour and good learning. 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 and where children need more individualised approaches, we work with our Inclusion Team to ensure that their needs are met.

We ensure that all tasks and activities that the children take part in are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We follow the **School's Offsite Educational Visits Policy**, which includes a detailed flow diagram of procedures to follow. We also carry out a risk assessment.

We deploy teachers, subject specialists teaching assistants and other adult helpers and volunteers as effectively as possible. Individuals' expertise is used wherever possible to enhance the learning experience for the pupils. Support staff are an integral part of each classroom team and we believe they make a major contribution to children's learning. Sometimes they work with individual children and sometimes they work with small groups in addition to supporting whole class activities.

All our teaching staff reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. We are constantly striving to further develop the facilities at the school to improve teaching and learning opportunities.

The Learning Environment

We believe that children learn best in different ways. At Repton Manor we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Pupils learn best in an environment in which:

- Confidence and self-esteem are valued and promoted.
- Relationships between pupils and adults are good, with mutual interaction and respect.
- The attitudes of tolerance, consideration, responsibility and self-discipline are promoted.
- School organisation encourages pupils' independence.
- Learning is enhanced by being inclusive, stimulating and well organised.
- The principles of 'nurture' are followed.

Through our teaching we aim to:

- Enable children to become confident, resourceful, 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 faiths, in so doing, to promote positive attitudes towards other people.
- Enable children to understand their community and help them to feel valued as part of this community.

- Help children grow into reliable, independent and positive citizens.

School Environment:

We make use of our entire school environment to enhance our children's learning. We make use of our school halls, our library, our ICT suite and our Art and DT Courtyards to enhance our children's outcomes. Our skilled staff have also made use of internal courtyards for enhanced provision, to support children's sensory needs and to improve learning outcomes. Our outdoor environment has been developed to ensure Outdoor Play and Learning (OPAL) is as effective as it can be for all children.

Displays:

Our school is an attractive learning environment which has been planned and developed by staff, children and parents alike.

At Repton Manor Primary School we have the following expectations for our displays:

- Classrooms have displays which aid the process of children's learning (working walls).
- Classrooms have at least a Maths and an English working wall, which are updated with each Maths and English topic. These displays are used regularly by the children.
- Corridor displays celebrate children's learning.
- Cloakroom displays celebrate children's Home Learning.

Classroom Displays:

Many of our classroom displays are working walls, which are used as integral parts of lessons, to aid pupils learning. These displays are equally owned by our children and their teachers. They are updated by everyone in the classroom. They include a breakdown of the process behind the learning in the subject area. Working wall learning may not be 'marked' and may not be backed and they are actively used and developed by the children. Some of our working wall learning may be written directly onto the displays in the classroom. Some may be written onto windows using glass pens. Our displays in the classrooms reflect the topics studied by the children.

Corridor Displays:

Our corridor displays are designed and created by our children, to display their favourite pieces of Topic learning from the previous term. They design these displays, with their teaching team, prepare the learning and help to put up the displays.

Cloakroom Displays:

Our children's Home Learning projects are displayed in the cloakrooms, after it has been shared in class. The learning will be 'marked' using a thought bubble, with one green and one pink comment which has been generated as part of a discussion in class sharing time.

Central Displays:

The displays around our school reflect key areas of our curriculum. They celebrate children's successes. These are completed by the subject leaders in our school.

Classroom Organisation

Children have access to their classrooms from 8.30am and all pupils should be in the classroom by 8.45am for registration.

Registration is completed by 8:50am. Children use this time for a learning activity - Early Morning Work. We use this learning time to complete various learning activities, which can vary according to the needs of children and year groups, but which may include:

- 1) Talk based task,
- 2) Motor skills task,
- 3) Maths task,
- 4) Reading task,
- 5) Spelling / GPS task.
- 6) Checking feedback within books and responding to marking feedback.

At the start and end of the day parents and carers are encouraged to bring / collect their child from the classroom door. This is an ideal opportunity for teachers to interact with parents and carers about the positive progress of their child.

At Repton Manor Primary School we believe that organised classroom routines are vital to maximise learning time and encourage learning.

We believe that children should be encouraged to become independent learners. In order to promote this, classrooms will be organised so that:

- Classrooms, locker area and corridors are tidy, ordered and well resourced.
- Classroom layouts encourage independent learning (labelled resources and general stationary which is accessible to all children, resources on tables etc).
- Visual timetable is clearly seen by all children and is updated – usually along the bottom of the IWB.
- School rules are displayed.
- Every child has easy access to learning resources for English and Maths.
- All children are able to see the board.
- Children are taught to work with quality talk partners.
- The school behaviour policy is on display and used by the children.
- The school handwriting script is displayed in every classroom.
- RWI alphabet charts and speed sound posters (simple and complex) are displayed in every RWI classroom and RWI area.
- Dictionaries / high frequency word cards / year group spelling lists and Thesauruses (age appropriate) are available to children.
- Teachers should clearly label children's books (using the schools book label formats), trays and lockers.
- SEND resources (e.g. for Maths, Writing etc) will be kept so that the children can take these with them to each learning space.

See below for a quick guide for teaching staff:

Learning Environment and Displays: EYFS	
Area	To be included
Reading	<ul style="list-style-type: none">• Class Library – with age appropriate reading material• Books linked to topic on display• RWI letter/picture frieze (set 1 and 2)• RWI simple sounds chart• RWI pouch: green and red words as appropriate• Alien words

Writing	<ul style="list-style-type: none"> • Handwriting script displayed • Modelled / shared / guided writing examples
Maths	<ul style="list-style-type: none"> • Interactive Maths areas with a range of practical and hands on resources which are easy to access • Real Maths examples displayed (e.g. Calendar including days, months, dates, year, Graph of birthdays) • Numicon on display and accessible • Number lines • Spatial reasoning encouraged through environment.
Topic	<ul style="list-style-type: none"> • Shows the journey of the topic.
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. • All children's Home Learning displayed.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • All areas of learning covered across the setting – inside and outside • Resources labelled for children using pictures • Shadowing to assist tidying • Areas tidy and free from clutter • Writing opportunities in each area • Maths opportunities in each area • Visual timetable along the bottom of the interactive board- peg to move along • Books labelled with schools label format • School rules displayed
Inclusion	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have access to these items in all of their learning spaces
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children's name

Learning Environment and Displays: KS1 and KS2	
Area	To be included
Reading	<ul style="list-style-type: none"> • Class Reader available • Class Library – with age appropriate reading material • Books linked to topic on display • RWI speed sound poster (simple / complex / frieze as appropriate) • RWI pouch: green and red words as appropriate • VIPERS display • Dictionaries and thesaurus and discriptosaurus available
Writing	<ul style="list-style-type: none"> • Handwriting script displayed • Modelled / shared / guided writing examples for current genre including grammar expectations • Spellings on display • Language through colour posters on display - if appropriate
Maths	<ul style="list-style-type: none"> • Interactive Maths areas with a range of practical and hands on resources which are easy to access • Clock with o clock, quarter past, half past and quarter to displayed • Worked examples of current Maths Topic on Working Wall
Topic	<ul style="list-style-type: none"> • Shows the journey of the topic.
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. • All children's Home Learning displayed. • Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • Resources labelled for children using pictures and words • Areas tidy and free from clutter • School rules displayed • Books labelled with schools label format
Inclusion	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have access to these items in all of their learning spaces
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children's name

Planning and the Curriculum

There are three kinds of planning: Long term planning, Medium term planning and Short term planning. The planning documents used at Repton Manor Primary School vary across EYFS and the rest of the School but all planning is based on the National Curriculum for KS1&2 and Early Years & Foundation Stage Guidance.

We use the School Curriculum Plan, our Subject Frameworks (which include key disciplinary and substantive knowledge and skills) and our Long Term plans to guide our teaching. These documents detail the concepts within each subject, what is to be taught to each year group, when it should be taught and in what order and where links in learning are to be made.

For more information on our curriculum at Repton Manor Primary School, see our school website (<https://www.reptonmanorprimary.co.uk/our-children/our-curriculum-2022-2023/>) and our school Curriculum Policy.

We plan our lessons with clear learning objectives. We take these objectives from our Subject Frameworks, which ensure coverage of the new National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's learning.

At Repton Manor Primary School we insist that:

- All lessons are planned before teaching.
- Plans should be detailed enough to be followed by a supply teacher and to be useful to other adults supporting the learning.
- All planning is completed on the schools planning formats.
- All plans are uploaded to the class folder on the Google Drive by the Sunday before the lesson is due to be taught.
- All plans are made available to TA's at the beginning of the week and discussed with TA's before the lesson.

Assessment and Feedback

Effective teaching and learning must begin with an understanding of what the children already know. Assessment is used as an integral part of planning and teaching at Repton Manor Primary School.

We base our teaching on our knowledge of the children's levels of attainment. This is achieved through rigorous formative and summative assessment procedures. Our prime focus is to develop our children's knowledge and skills both socially and academically, within every subject area. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, and strive to ensure that their learning is of the highest possible standard.

Most summative assessments are made at seasonal intervals. Formative assessments are made on a regular basis by teachers in their daily classroom practice. Pupils at our school regularly assess their own learning. This process becomes an integral part of lessons.

For more detailed information on assessment at Repton Manor, please see our Assessment Policy.

Feedback

We believe that feedback to pupils, both written and oral, is the most important aspect of assessment. It is essential that feedback is effective and efficient in promoting learning. We believe that the best form of feedback to pupils is immediate verbal feedback. Where possible, we try to use this method of feedback to

our children.

We believe that all marking in children's books should serve a purpose to move learning forward. We feel that the quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent learning.

Targets

Our children are set annual targets in line with FFT. Children are also given detailed feedback on their next steps in their learning across a range of subjects.

Presentation

We follow guidelines to ensure that learning at Repton Manor is well presented and that all adults are encouraging children to show pride in their learning.

We insist that:

- Learning to be dated and to display the Learning Objective.
- Short date to be used for Maths, long date for everything else.
- Stickers with date and title to be used where appropriate.
- Maths to be completed in pencil.
- Children to be taught ruler skills.
- All writing to start at the margin, or left hand side of the page.
- All mistakes to be crossed out with a straight line and corrected next door.
- Book covers protect the outside of current exercise books.

Home Learning and the Role of Parents

We recognise parents as our children's first teachers. Much learning takes place outside of the school and the importance of a strong link between home and school is essential.

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

- Setting up a school website with easily accessible information about our school and its curriculum for our parents.
- Supplying each child with a Tapestry account, which is available for parents to view, so that they have regular electronic updates about their child's learning.
- Holding parent information sessions at the beginning of each new school year.
- Sending home information for each year group on our weekly briefing.
- Informing parents about the subjects and topics that the children will be studying at school.
- Holding regular Parent Consultation Evenings, where children's books are available for parents to view.
- Sending regular reports to parents in which we explain the attainment and progress made by each child.
- Making ourselves available to speak to parents regularly, at the beginning and end of each school day.

- Explaining to parents how they can support their children with Home Learning.
- Holding regular celebration assemblies.
- Holding statutory assessments meetings for parents in key year groups.
- Inviting parents into classroom open afternoons seasonally.
- Ensuring that detailed information is received for children new to EYFS, through holding various open evenings, home visits, stay and play sessions and nursery visits.
- Additional letters, emails and texts to let parents know of events and changes.
- Termly Parents Focus group meetings, which are open to any parents wishing to attend to discuss school changes.
- Specific SEND feedback from our Inclusion team for children with SEND needs (including Provision maps and targets, review meetings, individual meetings).

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.
- 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.
- Support children in completing their Home Learning.

Home-Learning is set weekly at Repton Manor Primary School. We endeavour to set learning which is meaningful to all children and which they will enjoy completing with their family. We follow the guidelines below for setting Home-Learning:

- Reading 5 x a week. Signed by an adult at home to show daily reading.
 - Children in EYFS and KS1 will bring home the RWI book that they are studying in class and a new RWI book bag book. They may also have a library book to share for enjoyment.
 - Children in KS2 and Free Readers will bring home a reading book suited to their reading level (ZPD). All children will complete a fun assessment when they finish reading a book, meaning that their reading level is continuously assessed and therefore their books are carefully aligned to their reading ability.
- Maths Home Learning is set weekly via Numbots, Times Tables Rock Stars, Mathletics or a task set in your child's Home Learning book.
- Spelling lists are shared with the children at the beginning of each term. The children will be given spelling tasks to complete on Spelling Shed so that they can practice their spellings. They will be given opportunities to practice their spellings in school, but should also practice these online and by writing them at home.
- Topic Home Learning sent home termly. Children will be set a range of tasks, based around a different learning styles, to complete as they choose. Time is given to share Home Learning projects in class.

The role of Governors

Our 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 self-review processes. These include Governor visits, reports and presentations from subject leaders and the headteacher’s report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

This policy is scheduled to be reviewed every three years but 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
The next review will be November 2026, earlier if required.

Established: November 2023

Approved by Full Governing Body

Signed