



WEST BUCKLAND
PRIMARY SCHOOL
AND NURSERY

West Buckland Primary School and Nursery

Teaching and Learning Policy

At West Buckland Primary School and Nursery we have designed our enquiry based curriculum with pupils' learning at the heart around our school vision of Ready, Respect, Safe and Resilient. We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community. We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. We recognise that all pupils should be challenged; learning from failures and celebrating successes through a Growth Mindset approach. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

Core learning

Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of themed Enrichment Days and Weeks. We deliver a knowledge and vocabulary rich curriculum which encourages teachers to make cross-curricular links wherever possible within their lessons. This allows pupils to draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use a wide range of resources to teach core content. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

The school carries out a range of cognition and learning, social and emotional, communication and interaction and physical and sensory interventions, individual or small group, for pupils who require additional support.

Extra-curricular activities

Although we are a small school, we provide a wide variety of extra-curricular activities for pupils that further enhance their learning experience. The activities range from after-school clubs, inviting visitors in to the school, instrumental and singing lessons and educational trips and experiences.

Involving parents, pupils and the local community in the curriculum

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. We actively engage with parents on an annual basis to enquire and gather feedback around enjoyment of learning, behaviour, safeguarding, communication and attainment.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects.

How the curriculum benefits pupils' learning and personal development

Our wider curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success

- Being rewarded for effort, progress and success
- Being supported with their next stages in education and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance.

This policy operates in conjunction with the following school policies:

- SEND Policy
- Marking and Feedback Policy
- Behaviour Policy
- Assessment Policy

Roles and responsibilities

The governing board is responsible for ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement. Governors will monitor progress against target and undertake visits, talk to staff and children, analyse reports and question data.

The SLT is responsible for taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils. Members of the SLT will carry out focussed classroom-based observations, review planning, moderate books and work, speak to children and seek the views of staff.

Curriculum coordinators are responsible for developing and reviewing curriculum policies and schemes of work in collaboration with colleagues. They will be given time to monitor the work and progress of pupils in their given subject, reporting their findings back to the SLT.

Teaching staff are responsible for evaluating and reflecting upon their teaching. They are supported and encouraged to seek professional dialogue and constructive criticism from their SLT and other colleagues. Teachers are responsible for the daily delivery of high-quality teaching and learning, following school practices, and monitoring progress. Involving parents and other professionals in the attainment process is vital and includes completing an annual report for each of their pupils.

Pupils are responsible for following our values: Ready, Respect, Safe, Resilient. There are high expectations where the engagement of children is a high priority. Children are taught to listen to each other, speak clearly sharing their views, respect the thoughts, ideas and contributions of others. They are encourage all pupils to

contribute to lessons by raising their hands before speaking to allow everyone the chance to contribute without being interrupted.

Teachers will allow sufficient thinking time between questions to allow pupils to consider their responses. Adults will help facilitate discussion and probe for understanding in a variety of ways and actively seek to engage all children.

External monitoring

The RHT board and AP&Q committee will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Headteacher and Governors.

The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion.

Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

Learning environment

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available, where appropriate, for those providing cover when the teacher is absent.

It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a regular basis and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

The curriculum

The Nursery class follow 'in the moment planning' responding to the children's interests. The Reception class follow the EYFS profile. Years 1-6 follow the National Curriculum. Programmes of study are adapted to fit mixed age classes.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources. While teaching the National Curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Lessons are clearly linked to the National Curriculum. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. Structure is made clear and the plan clearly demarcates the salient parts of lessons.

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

SEND

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed on a regular basis with the SENDCo and Headteacher in detail at our termly PPMs/vulnerable groups surgeries. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

IEPs are created for pupils with SENDCo to personalise their learning. These are reviewed termly by parent, pupils and staff.

Some young people with complex SEND may require significant additional support from professionals outside of the school setting. In these cases, the views of parents, pupils, staff and specialists will be sought. Based on these views, an EHC plan will be requested.

Assessment

Pupils joining the school will receive a baseline assessment when they start. Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessments are used to identify pupils' strengths and gaps in their knowledge and/or skills and help to inform the next steps for learning as well as future planning.

Formative assessment as part of each lessons allows teachers to track the pupils' rate of progress and inform future teaching and learning strategies. It is used to identify individuals and groups for specific intervention support and takes a range of methods.

Summative assessment (assessment of learning) is important for gaining accurate information regarding a pupil's attainment and progress. Summative assessment helps to identify attainment through one-off tests at any given point in time and creates a record in a specific area on a specific date.

We will use this to provide end of key stage test data against which the school will be judged and ensure statutory assessments at the end of EYFS, KS1 and KS2. It will be further used to provide information about cohort areas of strength and weakness as well as to determine a pupil's final grade and to monitor the progress of individuals and groups of pupils.

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. Reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. We provide parents with an end-of-year written report which includes the results of statutory tests and assessments and gives information relating to progress and attainment.

We provide opportunities for two-parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We will publish data on our website provide a link to our performance tables.

Regular moderation of levelling takes place each term to ensure consistency.

Teachers meet in phase groups or in cross phase groups to analyse pupils' work against National Curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.



Teaching & Learning at West Buckland

Philosophy

As part of the Huish Trust, we aim to deliver educational excellence and put children at the centre of everything we do. We want to add value to children who are engaged and motivated. We all know the value a good teacher with strong relationships can have on a child's journey and wider life.

At West Buckland we allow staff to be creative and respond to the needs of their class; we also strive for the consistent delivery of key aspects to promote a uniform and progressive journey.

Deliberate Practice

- A whole school timetable is followed as much as possible.
- Continuous Provision is used in KS1 for Maths and English and free flow in an afternoon.
- Every class has access to SpellingShed – this must be accessed in class at least once a week as well as being set for homework.
- Every class has access to NumBots / TTRockstars – this must be accessed in class at least once a week as well as being set for homework.
- 'Fluent In Five' activities are used for Maths retrieval.
- Every Friday there is a 'flashback' activity in Maths.
- Phonics (RWI) is delivered in groups 3 times a week.
- KS1 have a weekly reading comprehension session.
- Feedback time is given at the start of every Maths and English lesson.
- Low stakes quizzes are used within Topic lessons.
- In KS1, handwriting is formally taught daily, and in KS2 where required.
- Children are read to every day.
- Whole class guided reading is used by all classes in KS2.
- End of topic/unit assessments are used for foundation subjects.
- There is time each week for children to independently read.
- There is time each week for correcting misconceptions.

Delivery

The list of key lesson delivery techniques is to provide the basic structure of a lesson and a day in any of our classes – it is not a dictatorial list, but a collaboration of all teachers' thoughts and children's needs. These provide the foundations for consistency and smooth transition throughout. Each lesson will be carefully planned to deliver the best possible learning outcomes. Best practice techniques will be evident in each session with each lesson having the guiding principle of the children doing more talking and more work than the adult.

- Modeling - through the use of flip charts, visualisers & manipulatives
- Questioning - using our core questions poster through hands up and 'Cold Calling'
- Scaffolding / Differentiation - using the 'I do, we do, you do' model
- Retrieval - questions planned, displayed, used as lesson titles and quizzed
- High quality feedback - predominantly verbal: used to start a lesson and throughout each session
- A degree of higher-level challenge - through extension questions and activities

This policy will be reviewed annually by the Governing Body.