

# Thorplands Primary School



## Teaching and Learning Policy

At Thorplands Primary School, we aim to equip children with the skills and values that are necessary for their future.

### Planning

Each class has a planning folder in the PPA room. Standard planning formats are provided for English, maths and topic planning. Toolkit unit have been planned and need adapting for specific classes. All are available on the T:drive. Annotated English and maths plans should be filed in the PPA room folder at the end of each week, and medium term topic, English and maths planning at the start of every unit/term .

### Assessment

A separate 'Feedback Policy' deals with feedback to pupils.

In English, pupils' writing progress is assessed through planned independent writing tasks. In Key Stage 2, pupils complete an unaided piece of work prior to starting an English unit. This should be written on coloured paper and is used to inform the teachers' subsequent planning. It is not expected that this would be marked in detail. The minimum expectation is that pupils will write an independent piece in their topic work, and an independent piece in their English unit work each term (short term). All assessment pieces should be written or stuck into pupils' books. Teachers are responsible for ensuring that pupils write a range of genres over the course of a year. These are assessed against National Curriculum level descriptors and moderated during staff meetings, using Standards Files as a reference. Year 2 and 6 are also moderated externally.

Teachers assess pupils' reading progress through Benchmark and evidence gained in guided reading and individual reading sessions, plus QCA tests in years 2-6. In years 3, 4 and 5, the QCA 2003 optional reading test is given in November and the 2006 test in May. In years 2 and 6, previous years' SATs reading test papers are used termly. Reading records are kept in the class reading folder. The range of evidence is used to form a level judgement, using APP as guidance.

Maths is assessed using SP assessments: 3 units per year, 5 assessments per unit. 1 unit should be delivered over 2 terms. In addition to SP assessments, QCA tests are used in years 2-6. In years 3, 4 and 5, the QCA 2003 optional maths test is given in November and the 2006 test in May. In years 2 and 6, previous years' SATs maths test papers are used termly. The range of tests, plus independent work in maths books and observations made and evidenced by teachers, is used to form a level judgement, using APP as guidance. Year 2 teacher assessments are externally moderated.

All teachers have a record book in which they keep dated assessment records, identifying the levels achieved in individual assessment pieces and where the work is located.

Teachers are expected to use assessment data to provide accurate National Curriculum levels and EYFS profile. Children are leveled at the end of every short term in reading, writing and maths, and additionally in science at the end of each long term. A Pupil Progress report is expected from each teacher ahead of Pupil Progress meetings, outlining individual and group progress.

## **Presentation**

We recognise the importance of pupils developing pride in their work these are promoted through our 'Presentation Minimum Standards' (see section 5).

## **Learning Environment**

We consider the environment in which children learn to be as important as the curriculum with which they are provided. The Learning Environment to which our pupils are entitled is set out in section 1 of this policy.

## **Toolkit for Learning**

In order to be effective learners, the pupils need to be equipped with a range of skills which we have called a 'Toolkit for Learning'. See section 2 of this policy.

## **Integrated Curriculum**

A curriculum map has been developed that enables Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to work collaboratively. The integrated curriculum incorporates Science, Art, DT, History and Geography. Supporting documentation highlights the key objectives within each integrated unit. See section 3 of this policy.

## **Homework**

We recognise that pupils need to practise the skills they are taught during the school day. Homework is set weekly that builds on what children have been learning in English, Maths and/or Integrated Units.

## **Inclusion**

Adaptation of resources and materials and use of adult support is planned to maximise the learning opportunities for all pupils.

## **Engagement strategies**

Staff plan to use a wide repertoire of strategies to engage pupils in their lessons as fully as possible. Through varying the strategies being used, pupils are required to develop a range of the skills required to become more effective learners. A list of strategies has been developed with staff (section 4).

## **Enrichment**

Many pupils have limited out of school opportunities to visit museums and other attractions that provide educational experiences that are not available within school. We therefore aim to provide such opportunities where they are financially viable. Visitors are booked to support the pupils learning wherever possible.

## **Residentials**

Year 4 pupils are provided with the opportunity to take part in a 3 day residential aimed at developing their confidence and cooperative skills. Every 2 years, a joint Year 5/6 5 day residential is arranged. The school seeks a range of funding to ensure the maximum number of pupils possible attend.

## **Role of parents**

Parents are informed of their children's progress at 2 Parents Celebration meetings per year, by progress reports and an end of year report. Parents are informed of any concerns throughout the year and are able to discuss their concerns with staff at any time. Opportunities to invite parents in to see what their children are or have been learning are planned for and provided regularly.

## **Role of Governors**

## **Monitoring**

A monitoring timetable is devised annually that ensures that subject leaders are able to evaluate the effectiveness of the provision of their subject. It also takes account of school priorities as identified in the school development plan.

## Learning Environment

The learning environment must challenge, celebrate and facilitate learning, encouraging independence and pupils' sense of ownership.

Consistency and coherence across the school is essential for allowing our pupils to both develop effectively as independent learners and experience a smooth progressive learning journey throughout their time at Thorplands Primary School.

Tidy classrooms and an uncluttered environment are an entitlement for all our pupils. A place for everything and everything in its place.

The learning environment must support the diverse needs of all pupils including EAL and SEN.

### Outside the classroom

Each class teacher has a display board allocated to them in KS areas, to display work at the end of a unit of work. This board must be backed and changed every 4-6 weeks.

Learners can expect to see.....

- Attractive and stimulating displays in the KS area celebrating learning, promoting a sense of pride in their achievements and the achievements of others.
- Captions to explain the learning process, pose questions or provide contextual information.
- Displays which reflect the diversity of our school community and the wider world.
- All their work named.
- Pupils home language on display as appropriate

## Inside the classroom

Learners can expect to see.....

- Working walls for English and maths - teachers need to exercise their professional judgment so they support current learning. This may include vocabulary, images, drafting techniques, success criteria and exemplars.
- Values displayed and actively referred to.
- Behaviour display which includes School Rules.
- The Thorplands Toolkit for Learning
- An uncluttered room with clear surfaces and named places for resources and equipment
- A visual timetable for identified pupils
- Pupils home language on display as appropriate

## Classroom Organisation

Learners can expect....

- All areas must be kept **tidy** and well organized.
- A named drawer
- Furniture fit for purpose, e.g. all pupils should have an unobstructed view of a whiteboard.
- All resources must be clearly labeled and easily accessible to children
- Cloakrooms must be kept tidy. Every child must have a labeled peg.

Resources

- Traffic lights box
- Marking box
- Going home tray
- 2 photos of each child (with names)

## Toolkit for Learning

As a school, we believe that pupils need to develop a range of skills to be effective learners. These need to be taught systematically and the pupils need to be given opportunities to use and develop them. The skills we have identified as essential to our pupils' success as learners are split into themes. This enables us to plan for a focus per term.

<p>Term 1 TEAMWORK</p> <ul style="list-style-type: none"> <li>• Group roles</li> </ul>	<p>Term 2 BEING INDEPENDENT AND RESPONSIBLE</p> <ul style="list-style-type: none"> <li>• Using workstations</li> <li>• Learning journey</li> <li>• Tasks in class/monitors</li> <li>• Perseverance</li> </ul>
<p>Term 3 GOOD FOR YOU</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Eating healthily</li> <li>• Exercise</li> <li>• Relaxation</li> <li>• Concentration</li> <li>• Listening</li> </ul>	<p>Term 4 ME AND YOU</p> <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Making responsible choices</li> <li>• Identifying talents - of own and others</li> </ul>
<p>Term 5 THINKING SKILLS</p> <ul style="list-style-type: none"> <li>• Thinking Hats</li> <li>• Thinking Pathway</li> <li>• Philosophy for Children</li> </ul>	<p>Term 6 BEING SOCIABLE</p> <ul style="list-style-type: none"> <li>• Speaking clearly</li> <li>• Active listening</li> <li>• Discussion skills</li> </ul>

The children are taught additional skills through other areas of the curriculum, such as Maths, English and ICT:

- Dictionary skills
- Times tables
- Library skills
- Maths 'buddy bags' - number lines, 100 square, times tables grids
- Measuring equipment
- Safe and effective use of the internet

A timetabled lesson needs to be planned each week. The planning for the Toolkit is available on the T:drive of the network. A range of resources are also available on the T:drive to support each of the units.

## Integrated Units

At Thorplands Primary School we plan and teach a range of subjects through an integrated curriculum. National Curriculum objectives are covered for Science, History, Geography, Art, DT and Music through an integrated approach.

A curriculum map has been developed that allows for collaborative working between Years 1 & 2, Year 3 & 4 and Year 5 & 6. Teachers explore what aspects of a unit can be taught jointly and joint enrichment opportunities are sought to support the pupils' learning. A 2 year rolling curriculum has been mapped out to support this approach. A unit for Key Stage 2 links to the Olympics and takes the place of the Summer 2 unit in the years in which the games take place.

### Planning

A planning proforma has been devised for each of the units that highlights the key aspects of a unit, and links to the 'Toolkit for Learning'. Supporting documentation gives suggestions for other activities that would support the pupils' learning. The objectives within the proforma are the aspects that the pupils 'need to know'. These objectives may not be covered in any other unit in the Key Stage. The teachers' planning format for the integrated curriculum is available on the T:drive - see section 6.

### Books

A topic book is used for work produced in the integrated units.

### Starting and Finishing Points

To engage the pupils in their learning, the starting and finishing points of a unit are planned that capture the pupils' imagination and celebrates their work. A sharing assembly is timetabled for each year group 3 times per year.

### Parental involvement

Where practical, opportunities to involve parents in their children's learning are considered. This could include workshop activities in which the parents work with their children, performances for parents to watch or presentations of work by the children.

### Drama

At Thorplands Primary School, we recognise the contribution to learning that Drama can make. At the initial planning stage, drama opportunities are considered that would enhance the unit being taught.

### Enrichment

Enrichment opportunities can take a number of forms:

Visits out

Visiting speakers

Visiting performers

Activity days

As a school, we are keen to provide opportunities to visit a range of venues that enhance the children's learning and interest in the wider world. Some of our children have limited opportunities outside of school to visit attractions that support their learning. We therefore strive to ensure all children can take part in school trips and seek funding to support this where required.

## Section 3

### **Application of Literacy and Numeracy skills**

We consider the work done through the integrated units provide an opportunity for pupils to apply the skills they learn in Literacy and Numeracy. We plan to link Literacy units to the integrated units where possible.

### **Displays**

While a topic is being taught, displays within the classroom support the learning. This may include a stimulus, ongoing work produced by the pupils and vocabulary support. At the end of a unit, a range of the children's work is displayed in the relevant Key Stage shared area to celebrate the children's learning. The work will be displayed by the end of the 1<sup>st</sup> week after the completion of the unit.

### **Monitoring**

Subject leaders monitor their subjects through planning and work scrutiny, pupil interviews and lesson visits.



Cycle A 2010/11	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	All about me and my friends	Castles	Traditional tales from around the world	The owl and the pussy cat	Water world	The seaside
2	All about me and my friends	Castles	Traditional tales from around the world	The owl and the pussy cat	Water world	The seaside
3	A taste of India	Ancient Egyptians	Bright sparks	The games children play	Creepy Crawlies	Gambia
4	A taste of India	Ancient Egyptians	Bright sparks	The games children play	Creepy Crawlies	Gambia
5	Mysterious materials	The Jenkins Family	Fairground	The Lady of Shalott	Our Place	European River Experience
6	Mysterious materials	The Jenkins Family	Fairground	The Lady of Shalott		Together we can...

Cycle B 2011/12	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	Party Planner	The Aliens are Coming!	Mrs Armitage's Vehicle	Starry Night	All Creatures Great and Small	Our Great Exhibition
2	Party Planner	The Aliens are Coming!	Mrs Armitage's Vehicle	Starry Night	All Creatures Great and Small	Our Great Exhibition
3	Audio/Visual	Invaders or Settlers Vikings or Romans	Chocolate	From a Railway Carriage	Our Inner Space	Town Planners
4	Audio/Visual	Invaders or Settlers Vikings or Romans	Chocolate	From a railway carriage	Our Inner Space	Town Planners
5	Out of This World	Elizabeth I – The Tudors	Mini-enterprise	The Highwayman	Our Place	European River Experience
6	Out of This World	Elizabeth I – The Tudors	Mini-enterprise	The Highwayman		Together we can...

Topic name	Audio visual	Term	1	Toolkit unit:	Learning with others	Year group(s)	3&4
Subject focus	Science			Suggested length of unit	6 weeks	Actual length of unit	weeks
<b>National curriculum objectives</b>	<p><b>Science Ski</b></p> <p>1a That science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects.</p> <p>1b That it is important to test ideas using evidence from observation and measurement.</p> <p>2a Ask questions that can be investigated scientifically and decide how to find answers.</p> <p>2b Consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions.</p> <p>2c Think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use.</p> <p>2d Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same.</p> <p>2e Use simple equipment and materials appropriately and take action to control risks.</p> <p>2f Make systematic observations and measurements, including the use of ICT for datalogging.</p> <p>2g Check observations and measurements by repeating them where appropriate.</p> <p>2h Use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner.</p> <p>2i Make comparisons and identify simple patterns or associations in their own observations and measurements or other data.</p> <p>2j Use observations, measurements or other data to draw conclusion.</p> <p>2k Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made.</p> <p>2l Use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions.</p> <p>2m Review their work and the work of others and describe its significance and limitations.</p> <p><b>Science content</b></p> <p>3a That light travels from a source.</p> <p>3b That light cannot pass through some materials, and how this leads to the formation of shadows.</p> <p>3c That light is reflected from surfaces.</p> <p>3d That we see things only when light from them enters our eyes.</p> <p>3e That sounds are made when objects vibrate but that vibrations are not always directly visible.</p> <p>3f How to change the pitch and loudness of sounds produced by some vibrating objects.</p> <p>3g That vibrations from sound sources require a medium through which to travel to the ear.</p>						
<b>Suggested Primary Literacy framework objectives</b>	<p><b>Speaking and listening</b></p> <p>25. Y3T1 <b>Speaking</b> to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively</p> <p>26. <b>Listening</b> to follow up others' points and show whether they agree or disagree in a whole-class discussion</p> <p>27. <b>Group discussion and interaction</b> to use talk to organise roles and action</p>			Local links			
<b>Suggested literacy unit links</b>	Y4 Narrative Unit 2: Stories set in imaginary worlds Non fiction Y3 Unit 4: Letters Poetry Y4 Unit 1: Creating Images	Literacy link planned:		Starting point			
				Finishing point			
Drama opportunities				Display			
				Visits/visitors			
Aspects of Learning Toolkit to be used				Parental involvement			

## Section 4

Strategy	Learning skill developed	Explanation
	<b>IP Information processing</b> <b>R Reasoning</b> <b>E Enquiry</b> <b>C Creative thinking</b> <b>EV Evaluation</b>	
Partner work	<b>IP</b> Sorting/classifying/sequencing information <b>R</b> Using precise language to reason Making informed judgements/decisions <b>E</b> Drawing conclusions <b>EV</b> Developing evaluation criteria	<b>RWI</b> Sharing a book-where children take turns to listen, praise and prompt (as a teacher would) while partner reads then change over <b>OR</b> <b>Maths Makes Sense</b> 1 child teaches partner a concept which teacher has already taught (using different numbers)
Child as teacher	<b>IP</b> Finding relevant information <b>R</b> Giving reasons for opinions/action, Making informed judgements/decisions <b>E</b> Asking questions, defining questions for enquiry <b>C</b> Developing ideas	Children to teach a peer a maths activity
Peer assessment	<b>IP</b> Finding relevant information Sorting/classifying/sequencing information Comparing/contrasting information <b>R</b> Giving reasons for opinions/action Making deductions Making informed judgements/decisions  <b>E</b> Asking questions Drawing conclusions <b>EV</b> Developing evaluation criteria Applying evaluation criteria	Marking and advice against success criteria

Strategy	Learning skill developed	Explanation
	<b>IP Information processing</b> <b>R Reasoning</b> <b>E Enquiry</b> <b>C Creative thinking</b> <b>EV Evaluation</b>	
What is it? What would you find in?	<b>C</b> Generating ideas Developing ideas Applying imagination <b>R</b> Giving reasons for opinions Using precise language to reason <b>EV</b> developing evaluation criteria Applying evaluation criteria	Children look at an abstract image and say what they think it is and give reasons/ explanations
Hot seating	<b>IP</b> Finding relevant information Comparing/contrasting information <b>R</b> Giving reasons for opinions/actions Inferring Making deductions Making informed judgements/ decisions Using precise language to reason <b>E</b> Asking questions Defining questions for enquiry <b>C</b> Generating ideas Developing ideas Applying imagination Seeking innovative alternatives	
Visualiser/ seminars	<b>IP</b> Comparing/contrasting information <b>R</b> Giving reasons for opinions/actions Making informed judgements/ decisions Using precise language to reason <b>E</b> Asking questions Drawing conclusions <b>C</b> Seeking innovative alternatives <b>EV</b> developing evaluation criteria Applying evaluation criteria Judging the value of information and ideas	
Odd one out	<b>R</b> Giving reasons for opinions/actions Making deductions Using precise language to reason	Children sort objects and give reasons for decisions made
Tape yourself	<b>EV</b> Applying evaluation criteria Judging the value of information and ideas	Use a dictophone to record themselves reading or a conversation and then play it back

Strategy	Learning skill developed	Explanation
	<b>IP Information processing</b> <b>R Reasoning</b> <b>E Enquiry</b> <b>C Creative thinking</b> <b>EV Evaluation</b>	
Investigate the statement	<b>IP</b> Sorting/classifying/sequencing information <b>R</b> give reasons for opinions/actions Using precise language to reason <b>E</b> Planning research	Children given a statement, identify how to investigate and start the task

## **Presentation**

### **Minimum Standards**

Children are provided with A4+ size books for English, maths and topic work. This enables A4 worksheets and resources to be stuck into the books neatly.

Books must be labeled with the child's name, subject, year group and teacher. Labels must be computer printed.

Teachers should provide an example of the expected presentation for their year group. This is to be stuck into the front of the child's book.

Loose sheets should not be tucked inside books. They must be glued in at the appropriate place.

A space of at least one line should be left between pieces of work.

Children must always move forward through their books - missed pages should be left so that work is presented chronologically.

All work must be dated, using the short date written on the right hand side of the page.

The title must be written on the next line, starting at the left hand side of the page.

The title of each piece of work should state the practice activity, e.g. Handwriting, Starter Work, or take the form of an 'We are learning to' statement.

A line should be left between the title and the work.

Rulers must be used for drawing **all** straight lines.

All writing assessments must also be stuck into the pupils' books.

Written feedback should be written in green and in a style that models the standard of handwriting and presentation expected from the children.

Feedback must relate to the standard of presentation regularly, and more frequently for pupils whose presentation is poor.

Books must be stored tidily, demonstrating to the pupils that they are valued.

Section 5

Year group:	Date:	Focus subject(s)	Integrated unit:
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Day	Subject, learning objective and 'I can' statement	Input	Differentiated activities			Outcome By the end of the lesson the children will:	Key questions Resources
			HA	MA	LA		
M							
T							
W							
Th							
F							

Evaluation/notes:
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Section 6