



Teach me and I'll forget, show me and I may remember, involve me and I will understand.

Aims and purposes

To raise standards and maximise progress for all pupils in our school, we must focus on the quality of teaching and learning. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and it is our expectation that within each full term there are a wealth and variety of trips, visitors and artefacts to motivate and inspire our pupils.

We expect every teacher to be good or better – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim to provide consistency of teaching and learning across our school and within year groups.

There is no single recipe for improving teaching and learning in a school.

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. Through the work of Successful Learners (Di Pardoe), pupils are also taught to identify the difference between helpful and unhelpful classroom talk.

At our school we believe that Talking is central to learning. The ratio of teacher : pupil talk should be 20 : 80.

The 10 Learning Non-Negotiables at Kingsway Primary School are:

1. All lessons have...*clear Learning Intentions (eg WALT)*
2. All lessons have... *well planned success criteria (eg WILF)*
Some features of learning are expected in every outcome and are not be included in the success criteria but are displayed ie 'Every Time we Write...'
3. All lessons are ...*clearly differentiated and personalised to enable all pupils to access learning*
4. All pupils are...*actively engaged in learning*
5. All pupils are...*developing their Speaking And Listening skills and broadening their vocabulary*
6. All pupils receive regular and clear ...*feedback which enhances learning*
7. Learning is enhanced through ...*the use of ICT* where appropriate
8. Learning is enhanced through the use of... *consistent classroom management signals.*
9. Learning is enhanced through the ...*effective use of additional adults*
10. Learning is enhanced through Di Pardoe's *Successful Learning Programme*

All pupils should be able to list the feature of a Successful Learner and explain what they look like/sound like/feel like in action. It is our intention that the Successful Learners programme is embedded throughout our school.



Challenge Zone- is the work right

Helpful and Unhelpful Talk

What helps / stops you learning

Monitoring of the Non-Negotiables will confirm that all pupils can answer:

- ❖ **What** are you learning?
- ❖ **Why** are you learning this?
- ❖ **How** will you know you have done well?

Classroom environments and Role Play Areas

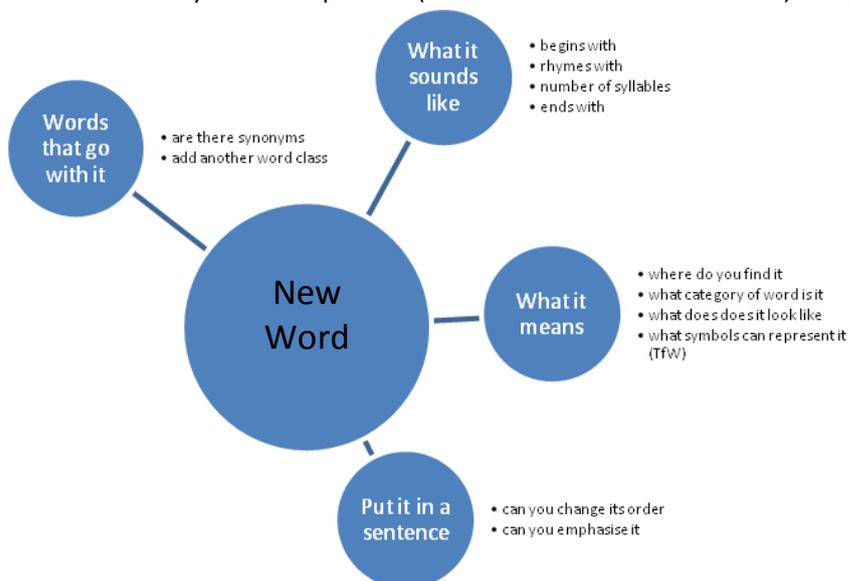
The surroundings in which children learn can greatly influence their academic performance and well-being in school. A key feature of our school is that all classes across the school should have:

- **A Role Play Area (Indoor /Outdoor)**

A child's vocabulary at aged 5yrs is the best predictor of their chances of escaping poverty, of their GCSE attainment, their behaviour and well- being.

Careful consideration is given to the role play area, the purpose of which is to develop Speaking and Listening relevant to the class topics.

- New vocabulary should be planned (5 new words which all adults use) and systematically taught. (see below)



The Visual Learning Environment

➤ All classrooms should have:

Planning Walls to provide the 'Big Picture', raise and answer questions and give ownership of the direction of learning to all in the classroom. Pupils take over the direction of learning from week 8 onwards and this pupil planning should be added to the Planning Wall also.

A large topic web demonstrates 'the learning journey' and is continually being 'updated' as new learning occurs.



Examples of where pupils have raised questions and led their learning

➤ **Thematic Learning walls.**

These should include:

- The title of the topic
- Modelled work
- Children's work
- Children's questions
- Key vocabulary.
- Visuals to stimulate thinking and promote independent learning.

Recording of Learning Outcomes

➤ Learning Outcomes will be recorded in a variety of different formats:

Our curriculum is a skills based curriculum which means that pupils learn a continuum of skills that they then apply across different themes.

1. Skills Books:

Skills books for English, Maths, Science, RE & Art are used to record the work **leading up to the final outcome** and demonstrate the learning process. This work is marked in greater depth than the Theme Book.

2. Theme Books: The theme book is the place where all work linked to the class's Theme is placed

All work is presented to a high standard to celebrate achievement.

3. Class Books:

Class books record pupils' work in PHSCE (all years) and RE in KS1.

4. Year Group Portfolios

This is a collection of samples of work at different abilities which are levelled to demonstrate achievement in all curriculum subjects in all years and can be used by Subject Leaders as a measure of standards and progress in their curriculum area. These may contain:

Written work, Photos and CD ROMs

This work should also be displayed on the Year Group pages on the school's website

An ACE Behaviour Display which includes:

- House names and photographs
- 'Good to Be Green' blue pocket display and House Points chart
- The Vision Statement of the school 'Learning, Achieving, Aspiring, Caring'



Every day a fresh start – Behaviour Chart

Good behaviour is systematically recorded and rewarded

General classroom organisation

Classrooms are bright, well organised learning spaces. Pupils know how to access resources and respect the classroom environment. Different teachers have different likes/dislikes about how to organise their classrooms. However to ensure a sense of security and consistency across the school the points below need to be taken on board in all classes in Key Stage 1 and 2.

Doors should have staff names and photos including any Teaching Assistants working in that room

- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- **Basic** equipment is out on tables at all times
- All trays are clearly labelled – word processed/not hand written.
- Groupings, e.g. Maths, Writing & Talk Partners etc are on display in the class.

➤ **Whole School environment**

Whole school displays give out a very strong message to our school community. They are changed termly and can and should be a celebration of children's work. Classroom displays may be 'recycled' into communal spaces to celebrate pupils' work more widely.

➤ **Marking and feedback**

Across our school, we think of marking in terms of feedback about a child's work. This is not always written. It may be also given on a group basis as well as an individual one. The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step.

➤ **Overview of marking across our school**

- All work is marked in pen or highlighter.
- Pink/Purple highlighter indicates where work meets Learning Objectives or Target Work
- Green highlighter indicates where pupils need to look again and correct or make improvements.
- As a general principle, no work should be returned to a pupil without being acknowledged in some way.

- Next step prompts are written to help pupils improve their work.
- Marking, occasionally, may also take the form of age appropriate ‘stamps’.
- All adult comments must be clearly legible and follow handwriting policy of school. They should be easy to understand and of a positive nature.
- Pupils should be given time to read and act on comments.
- Pupils are systematically taught how to improve their own work and that of their partner.

Equality of Opportunity:

Every pupil should be supported in accessing the curriculum regardless of their gender, nationality, or ability.

Pupils with Additional Needs:

Pupils may have a variety of special needs or disabilities. These may be because the child has a learning difficulty, is more able or gifted in a particular subject area, has English as an additional language or has spent an extended amount of time out of education. In every case, teachers will be aware of these needs and plan accordingly.

Special Education Needs:

Pupils who are taught within the daily lesson but in addition, may receive additional help from a teaching assistant within the lesson. A pupil may be withdrawn from class to enable a carefully planned intervention programme to be implemented. These programmes are planned by the SENCo and monitored by the Senior Leadership Team.

More Able, Gifted or Talented:

Differentiation, which provides challenge for these learners, is part of our normal classroom practice. Occasionally, pupils may work with others outside their year group to access different materials to suit their individual needs.

Pupils with English as an Additional Language:

Pupils who have English as an additional language are encouraged and supported to join in the lesson. As part of our cross curricular themes, there will be opportunities for them to take advantage of the multi-cultural aspects of a subject. Where a pupil with English as an additional language is also deemed to have Special Educational Needs, as far as possible, an initial assessment will be carried out in their first language and relevant support given.

Monitoring Pupil Progress

At Kingsway Primary School we use an on-line database to track the standards and progress of all our pupils. This is updated termly with pupils’ attainment following Pupil Progress Meetings held between teachers and Senior Leaders.

Information about how their children are doing at school is shared with parents at Parents’ Evenings which are held in the Autumn, Spring and Summer Terms. Kingsway Primary School also operates an ‘Open Door’ policy which means that any concerns which either parents or teachers have about a child can be shared immediately.

Home-School Links, Parents and Governors

We recognise the importance of involving parents and guardians in the process of developing children’s skills. Parents are informed of the work being undertaken in the school both through paper & electronic newsletters and links to the school website. Parental involvement is encouraged, through homework activities; with opportunities to work with their children at home and at school through family learning opportunities. These activities may only be brief, but are valuable in promoting children’s learning.

Homework Statement

The Government no longer requires schools to provide homework for its pupils. However, at Kingsway Primary, we believe that education is a partnership between home and school. Therefore we hope that every child will receive help and encouragement at home to support learning being carried out in school.

