


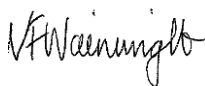




PRIMARY PHASE TEACHING & LEARNING POLICY

This policy was:	Written in	July 2016	
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		<i>Co-Chairs of Governors</i>	
			
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<i>Federation Co-Headteachers</i>			
			

AIM

The aim of this policy document is to ensure that all teaching and learning is of a high standard and thus drives student learning and has the maximum possible consistency within the primary phase.

Within the Koinonia Federation we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. 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, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens.
- Developing positive work ethic for the future in world of work We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic (VAK) element to each of our lessons.

Effective learning results in:

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying learning to different situations
- Teaching it to someone else
- Feeling good about yourself and proud about what you have achieved.

We encourage children to take responsibility for their own learning. This means as far as possible being involved in reviewing the way they learn, reflecting on how they learn, what helps them learn, what makes it difficult for them to learn and how to challenge effective learning opportunities.

Effective teaching

Effective learning only comes about from effective first teaching. Effective teaching ensures that children know exactly what they need to do to improve. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum and links to the real world. Effective teaching means facilitating the development of independent learners.

Exceptional teaching = Exceptional progress

For effective teaching to take place there are a number of elements that need to be included in every lesson. These are listed below:

- A clear learning objective shared with the children both visually and auditory;
- A clear link to previous and future learning
- A hook – create a context for learning
- Success Criteria - A clear outcome to be achieved at the end of the lesson; clearly set out progress steps
- Regular review of the learning throughout the lesson (mini-plenaries);
- A purposeful well prepared plan, which includes appropriate resources
- Appropriate challenge for all children including SEN and more able;
- Teacher modelling;
- Focused questioning;
- Interaction between teacher and pupil and pupil and their peers;
- Pace;
- Enthusiastic and fun delivery;
- Engaging and motivating all learners
- Elements of VAK;
- The effective deployment of additional support staff – i.e. team teaching
- Assessment for learning - Teaching is based on the teacher's knowledge of the children's level of attainment. We track pupil progress rigorously

and strive to ensure all children benefit from precise teaching. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

THE CREATIVE CURRICULUM

Within the primary phase we have adopted a creative thematic approach to delivering teaching and learning which incorporates the following subjects:

- English
- Geography
- History
- Philosophy/PSHE
- Computing
- Art
- Design and Technology
- Music

Through using a thematic approach and a core text we teach skills and knowledge across these subjects. There is a focus on both developing key skills whilst also producing final outcomes that pupils can be proud of.

There is a clear structure to planning within the primary phase which ensures there is full coverage of the National Curriculum

Curriculum Map

The Curriculum Map provides an overview of the Themes and core texts that are to be covered each half term. Most themes are driven by either a history or geography focus. The themes have been placed in certain year groups or at specific times of year to support progression of skills and subject knowledge. Some themes have been placed specifically to enable teachers to use the local environment or resources within our locality.

Theme Overview

Each half term an overview of the theme a year group is covering should be

created using the Federation Template. The theme overview outlines what the children will be creating or producing in each area of the curriculum. This overview is shared on our website as well as with the children at the beginning of each half term.

LESSON PLANNING

Working as a year group team

There must be a clear working agreement within each year group as to when planning and all resources should be uploaded to the Google Drive. Regular planning meetings should provide details of the direction of the learning. Planning should be fairly distributed amongst all classteachers in the year group, taking into consideration individual strengths and teaching experience. Plans must then be adapted to meet the needs of individual classes and pupils.

All lessons should be planned with clear child-friendly learning intentions which enable children to have a clear understanding of what they are expected to achieve by the end of the lesson. Intentions may be differentiated to take into consideration the different learning abilities that are present in a class. All activities planned should clearly link to the Learning Intention and planning should ensure progress throughout the lesson will enable children to meet those intentions.

Float teachers

Teachers who cover the same class on a regular basis are expected to plan their own lessons under the direction of the classteacher. To ensure consistency across the course of a term it is expected that float teachers are given a specific unit/topic to cover for the duration of the term – e.g statistics, forces and magnets. Float teachers may teach science across the course of a half term unit up to a maximum of 3 units per academic year; classteachers must ensure they are fully aware of the progress children are making in the unit. RE lessons should be taught by the classteacher.

Medium term plans

At the start of each half term year group teams should produce a medium term plan using the Federation Planning format. The following details must be included on this plan:

- Details of the final outcomes that will be produced for each of the subjects
- A brief overview of the learning journey for each subject
- A list of the objectives that are going to be covered in each subject (these are taken from the Federation Skills Document)
- List of any visits or workshops
- Subjects that are going to be taught discreetly listed

Weekly plans

Lessons should be planned either on a Smart Notebook flipchart method or on using the Federation paper profomas. Whichever format is used it is important that specific details are included:

- Learning Intention
- Starter activity
- Main activity
- Assessment for Learning methods
- Key questions
- Key Vocabulary
- Groupings

If using Smart Notebook teachers should have the following:

Subject		File name convention
Maths	One flipchart for each unit	Year X, Term, Topic name
English (grammar, writing, , handwriting)	One flipchart for each theme	Year X, Genre, Theme
Phonics	One flipchart for each phase	Phase
RE	One flipchart for each topic	Year X Religion, Topic
Science	One flipchart for each topic	Year X, Topic
Foundation (History/geography, Art/DT, music, PSHE, SRE, PE)	One flipchart for each topic	Year X, Topic

The following is a list of which documents teachers should be using to support the planning of lessons.

Subject	Document to refer to
Mathematics	White Rose
Writing	Federation writing objectives document
Reading	Federation reading objectives document
Spelling	Federation year group spelling list
Religious Education	Windows on Faith and SDBE document
Science	Federation Science Document
History/Geography/Art/D&T/Dance/Music/PSHE	Year group medium-term planning documents
Computing	Federation Computing Scheme
PE	Val Sabin
Phonics	Letters and Sounds
EYFS	Development Matters

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HOMEWORK

Homework is given to pupils at the beginning of each half term in the form of a homework menu.

The homework menu will be made up of various activities based on the half-termly theme covering both core and foundation subjects. To ensure consistency throughout the Federation, each homework menu will be devised by Year group teams in line with the Koinonia Federation Homework Policy.





Year group teams will meet before the end of the half term to prepare the next half term's homework menu. The termly newsletter will notify parents and carers about the homework menu. The minimum amount of activities to be completed will vary according to which year group the pupil is in. This is clearly stated at the end of each homework menu. Homework feedback can be verbal or written depending on the task and year group or needs of the pupil.




Below is an example of a homework menu for year 1.



HOMEWORK 'TAKE-AWAY' MENU
Year 1
Autumn Term 1 Theme: Teddy Bear's Picnic



Weekly Homework 	1) Spellings - every Monday 2) Times tables: 3) Mathematics -	
ENGLISH Activity 1 Create a wanted poster for your favourite toy! Include a picture and a written description. Remember to use some <u>adjectives</u> to describe your toy. 	GEOGRAPHY Keep a weather diary for 1 week. You could choose to record the weather in Greenwich or another place around the world. Use pictures and/ or words to record the weather. This is a useful website to use: https://kidsweatherreport.com	SCIENCE Activity 1 Choose an animal and create a poster of the animal by drawing a picture and adding labels and captions. You could: a) label the body parts b) label if the animal is a <u>mammal</u> , <u>bird</u> , <u>fish</u> , <u>amphibian</u> or <u>reptile</u> c) write a caption to show how the animal is <u>similar</u> and <u>different</u> to a human
ENGLISH Activity 2 Write instructions to teach someone how to play your favourite game. Remember to include <u>bossy verbs</u> and <u>first</u> , <u>next</u> , <u>after</u> and <u>finally</u> at the beginning of your sentences.	MUSIC We already know Teddy Bear's Picnic! Can you learn another song or rhyme about a bear and prepare to teach it to the rest of the class? 	SCIENCE Activity 2 Create a poster to teach someone about <u>our senses</u> . Include pictures and labels that show examples of things we <u>see</u> , <u>hear</u> , <u>smell</u> , <u>taste</u> and <u>touch</u> . 

GEOGRAPHY Activity 2	DT	ART/ RE
Draw a map to show the route you take from home to school. Include pictures to show some of the places you pass on your route to school. 	Design and make a healthy sandwich for someone in your family. What will your filling be? Which equipment will you use? Draw or take photos of your finished sandwich and stick them into your homework book! 	 Copy or design your own <u>Rangoli</u> pattern like the ones displayed by Hindus during Diwali. Here is a useful place to start: https://www.activityvillage.co.uk/rangoli

- 1) Complete at least 3 activities.
- 2) Give in your homework to your class teacher when you've finished an activity.
- 3) For each activity completed you will be given 10 house points. Please put a tick beside each homework activity you have achieved.
- 4) If you make a 3D model or a piece of art work which is too big to put into your homework book, bring it into school and you can take a photograph of your homework and stick it in your homework book.

GOOGLE DRIVE

In order to make documents accessible to teachers across all primary campuses we use Google Drive. This is a cloud-based storage service which can be accessed online and, once the *Google Back-up and Sync* app has been downloaded, can also be accessed directly from your computer. All planning, timetables and class newsletters should be saved on the Google Drive. A separate help sheet has been created which will enable you to set up a school Google Drive account and download the app onto your computers.

School Google Drive accounts for school use should be set up using your school email address and not your personal email address.

Documents which contain children's personal details should always be password protected.

Naming conventions

In order to make it easier for members of the leadership team to locate campus specific documents and to for ease when the designated peson at each campus is uploading to the school website you should save documents using the following naming conventions:

Class newsletters (Saved as a Word document)	Newsletter – Year group - Class name – term Eg: Newsletter Year 1 Pluto Autumn
Class timetables (saved as a PDF document)	TT - Year group - class name Eg: TT Year 1 Pluto
Theme Overview (Saved as a PDF document)	Theme Overview - Year group - theme Eg: Theme Overview Year 1 Teddy Bears Picnic

SUBJECT TIMINGS

There are a set number of hours that should be timetabled for each lesson:

	Weekly total	
	KS1	KS2
Maths	4 hours 10 mins (50 mins/day)	5 hours
English	5 hours	5 hours
Science	1 hour 15 minutes	1 hour 15 minutes
RE	1 hour 15 minutes	1 hour 15 minutes

PE/Dance	2 hours	2 hours
Reading	1 hour 20 mins (20 mins/day)	1 hour 20 mins (20 mins/day)
Phonics	1 hour 40 mins (20 mins/day)	N/A
Story	50 minutes (10 mins/day)	50 minutes (10 mins/day)
History/Geography, Art/DT, Computing, Music, PSHE	4½ hours	4½ hours
MFL	N/A	30 mins – 1 hour per week

ASSESSMENT FOR LEARNING

Lesson plans contain information about the tasks to be set, the resources needed, and the way in which children's work will be assessed and how additional adults will be used. All lessons should be evaluated so that teaching can be modified and improved upon in the future. These are shown as annotations on the plans.

MARKING AND FEEDBACK

Please refer to the separate Marking and Feedback Policy

MONITORING OF TEACHING AND LEARNING

Within the Koinonia Federation our aim is to ensure teaching and learning is always of the highest standard possible. In order to do this we undertake a regular programme of monitoring throughout the school.

A monitoring timetable is given out at the beginning of the academic year so that teachers know what's happening and when and can prepare accordingly. The timetable is subject to change so it is important that you check your email/the school diary/pigeon hole on a daily basis so that you are aware of any changes.

The following monitoring is carried out by the Strategic Leadership Team:

- Quality of teaching
- Quality of planning
- Quality and use of marking
- Use of assessment
- Effectiveness of differentiation
- Impact of classroom environment on learning
- Effective use of additional adults
- Scrutiny of books
- Displays

These procedures are reviewed regularly and on a formal basis annually.

PRESENTATION

All children should be reminded and encouraged to take pride in the presentation of their work at all times. The following outlines the expectations for the presentation of work.

Book covers to be used on Maths and English book.

Maths Books

- A margin should be drawn which is at least two blocks of squares across
- The short date is to be written each day e.g. 05/09/18 and this should be underlined
- Miss a line
- The learning intention should be in succinct, child-friendly language
- One digit should be written in each square. This will aid understanding of place value
- Children should use lead pencils for all maths work
- **Rubbers should not be used** as this enables teachers to see where children have made errors in their calculations and use as a teaching point in subsequent lessons
- There should be a minimum of 3 pieces of work in maths books each week. This takes into consideration the fact that there are 5 maths sessions a week and two of them may be work complete on the computers\iPads or practical work (although photos can be taken, printed off, dated and stuck into books).

English, Creative, Science, RE MfL, R.E.

- Write full date e.g. Wednesday 5th September 2018. This should be underlined
- Miss a line
- Write learning intention in succinct, child-friendly language - to be underlined
- Miss another line
- In KS2 children should write on alternate lines (children in KS1 should not miss a line) Teachers use the blank lines to write comments. Please refer to the Marking and Feedback Policy for further details.
- Most children in KS2 should be writing in pen; some children in Year 3 may still be writing in pencil until they earn a pen licence
- **Science** - There should be one piece of evidence recorded in science books every week. There should be at least one investigation every half term using the appropriate investigation proforma
- **RE** - The children's books should have one piece of recorded work each week. The AT1 and AT2 should be part of the learning intention. There should be a title page-which has the religion on and questions that the children want to ask. Marking should be matched to the learning intentions and there should be a moving on question. Lessons should be creative where possible and differentiation should be by task.
- **Grammar & Handwriting** - There should be written evidence in your books for each session. Please refer to the English policy for further guidance

PRESENTATION GUIDELINES

- Worksheets should be kept to a minimum. Any worksheets that are used should be marked, dated and filed into Creative folders.
- At the start of every lesson the child should underline the last piece of work and continue the next piece of work on the same page.
- Please try and ensure children respond to marking before starting a new piece of work. This skill needs to be taught to children.
- It is not necessary for children to start a new page each lesson.
- There should be no markings on the front covers of exercise books
- Teachers plan for pupils to have 'response to marking' opportunities

BOOKS

Across the Federation specific books are used for each subject. It is important that this is maintained to ensure there is consistency.

Nursery	
Learning Journeys	Big blue scrap books
Reception	
Record of work	Lever arch folders
Writing Opportunity	Green half lined, half plain

KS1	
Creative	Yellow wide ruled
Maths	Green
RE	Purple
Science	Red
English (inc grammar)	Blue wide ruled
Handwriting	Purple
Spellings	Small spelling books
KS2	
Creative	Yellow
Maths – Lower KS2	Green
Maths – Upper KS2	Orange
RE	Purple
Science	Red
English (inc grammar)	Blue
Spellings	Small spelling books
Handwritng	Small handwriting books
MFL	Orange