

TEACHING AND LEARNING POLICY

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FYI: Version control should be used for all formal documents and managed as:-

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/ carers and the wider school community in pupils' learning and development

2. Our guiding principles

Our vision is to enable all members of our school community to **become the best we can**, by being an **inclusive, vibrant, aspirational school**. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated.

Through this policy, we strive to ensure consistency in our approach to teaching and learning, to enable all staff to become the very best practitioners and to support pupils to become the best they can.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others

- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/ carers in their child's learning. This includes the use of Tapestry in EYFS and KS1, as well as termly letters and annual expectations evenings for pupils.
- Update parents/ carers on pupils' progress through parent consultation evenings twice a year and through an annual written report.
- Meet the expectations set out in other related policies, including the behaviour policy and marking and feedback policy.

3.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in other related policies, including the behaviour policy and marking and feedback policy.

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in other related policies, including the behaviour policy and marking and feedback policy.

3.4 Senior leaders

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in other related policies, including the behaviour policy and marking and feedback policy.

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the attendance policy and the behaviour policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner

- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

The foundation for curricular development is the School Development Plan, which is shaped by school leaders and approved by governors.

At Frampton Cotterell C of E Primary School we are committed to following the programmes of study as required by the National Curriculum 2014. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

In Reception, we use the Early Years Foundation Stage statutory guidance to underpin our skills and knowledge led curriculum. This is carefully planned to incorporate the Development Matters and FCCE expectations.

We have developed the 'Frampton Way' for reading, writing and maths to help provide consistency in our approaches. These can be found below under each subject.

4.1 Reading and Phonics

At Frampton Cotterell CofE Primary School, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

In Key Stage 2, we use the Fred's reading approach.

The Frampton Way for Reading:

Reading expectations 2024-2025

EYFS	Phonics: Little Wandle scheme: 1 x daily phonics lesson 30 minutes with teacher. Linked activities during co-play to practise what has been learnt. Autumn term 1 & 2 – phase 2 Spring term 1 & 2 – phase 3 Summer term 1 & 2 – phase 4 Assessments taken after each 5 week block to monitor progress. Quick recap 5 minutes of sounds with key children as intervention daily – snappy flashcard sounds.
	Reading: Little Wandle scheme: Reading practise – 3 times a week Start with wordless books to model book talk – move on to phase 2 books when children are ready.
KS1	Phonics: Little Wandle scheme: <u>Year 1:</u> 2 x Daily phonics lessons (1 first thing/2nd after lunch) – Starting at Reception Summer 1 in September (caught up by Christmas) <u>Year 2:</u> 1 x daily phonics lesson then move onto spelling patterns. At Christmas move back to whole class teaching with interventions by TA for those that need it.
	Reading Practise: Little Wandle scheme: 3 x 40 minutes sessions a week – Monday, Tuesday, Thursday. Split children into 4 groups in the class – 2 groups work with either Teacher/TA using reading practise scheme. Other 2 groups independent reading activity at tables-meaningful task based on VIPERS. Each session runs for 20mins then swap over. Year 2s to use Fred's reading during the Year 1s 2nd phonics lesson in pm with CT on Mon, Thurs, Fri. TA Tues/Weds use as a reflective moment.

KS2	Reading: <u>Fred's teaching scheme:</u> 3 x Fred's guided reading sessions based on thematic text – Tuesday, Wednesday, Thursday. <u>Tuesday Focus: Text 1</u> Vocab corner: As a teacher model one example of the vocab for each section. Talk through all the sentences and allow children time to work in pairs with a word of their choice. Then discuss answers together as a class-children to mark as go. Rapid retrieval: Talk about questions and think about what the key words are and break down the questions-show key strategies before-hand – underline key words in the question. Have questions printed into GR books so can write quick answer responses into books – true/false questions etc. Reading the text: "I'm going to model excellence" Pick a key focus – pitch, italics mean emphasise – model half of text then in pairs read a quarter each. Give a few minutes to read. Give time to respond to the questions in GR book with short answers. <u>Wednesday Focus Text 1:</u> Time to Talk: No recording: Teacher and class talk and discussion: Questions on board with sentence stems to use to answer: Discuss in pairs for answer – share ideas using sentence stems. Think for yourself: Recording answer in GR book in sentences: Pick one question- give sentence starters on board for a starting point – personal ideas then share. Keep EXT: up so HA can continue if finish. Flying solo: Record answers in GR book in sentences: Only use 3 questions: Have sentence starters in red under each question – print off on tables and up on board - Record in full sentences. Give children sentence starters for each section to help support with answers. Print off questions with sentence starters on the table for children to access. <u>Thursday Focus Text 2:</u> Vocab corner: As a teacher model one example of the vocab for each section. Talk through all the sentences and allow children time to work in pairs with a word of their choice. Then discuss answers together as a class-children to mark as go. Rapid retrieval: Talk about questions and think about what the key words are and break down the questions-show key strategies before-hand – underline key words in the question. Have questions printed into GR books so can write quick answer responses into books – true/false questions etc. Reading the text: "I'm going to model excellence" Pick a key focus – pitch, italics mean emphasise – model half of text then in pairs read a quarter each. Give a few minutes to read. Give time to respond to the questions in GR book with short answers. Monday/Friday – activities based on class book Monday: Shades of meaning, Emotions graphs, What does the image show us? Hearts and minds- how are they feeling? How does this part show me.... Character traits, Unpick vocab-author choices Themes throughout the book. Friday: VIPERS based questions: Choose 2 VIPERS areas and ask specific questions based on those areas for the children to answer. Cut and paste into GR book for children to answer.
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4.2 Writing

We use the Integra progression documents to inform our writing planning.

The Frampton Way for Writing:

	Teaching Sequence
Build-up to writing	- Using FCCE's progression documents, identify and teach grammar skills relating to the narrative or non-fiction piece of writing. - Using FCCE's progression documents, identify and teach narrative or non-fiction skills relating to the piece of writing. - Use exemplar/WAGOLL texts to identify features of non-fiction texts (KS2)
Planning writing	- Children should plan writing in a variety of ways over the course of the year. This may include boxing up of paragraphs, story maps, story mountains or spider diagrams/mind maps. - Planning should be recorded/kept in writing skills books where possible
A typical week in KS2:	- Monday: Practising grammar skills and skills related to the genre of writing for that week - Tuesday: Note taking/looking at WAGOLLs/immersing the children in the topic or genre of writing/a second day of skills practice if required. - Wednesday: Planning writing/note taking/looking at WAGOLLs/immersing the children in the topic or genre of writing - Thursday: Writing - Friday: Writing (with some editing/revising)
Modelling writing	- Writing should always be modelled by the teacher in front of the class before children are expected to write themselves. - When modelling writing, teachers need to both type and handwrite. - Teachers should be modelling how children can edit their writing as they go (KS2). - Children should participate when writing is being modelled, spotting mistakes that need to be edited and identifying success criteria in writing.
Writing	- Must and could success criteria should be used throughout the school. - Students should tick/cross each SC in UKS2 to self-assess their work. - No SC should be used in year 6 after Christmas. - Extended pieces of writing should take no more than 3 sessions to complete. - Children to write on every other line in KS1. - Children can write on every other line at the teacher's discretion in KS2. - Common exception word mats, phonics mats and spelling dictionaries should be used by the children to support their spelling when writing. Dyslexia friendly spelling dictionaries are available in all classrooms. - The 'Slow Writing' approach is used in LKS2 at least 3 times per term. In UKS2, the 'Tell Me a Story Tuesday' approach is used twice a term.
Editing writing	- Children should use red pens to edit and revise their writing (y1 – y6) - There should be opportunities to edit during a piece of writing and/or at the end of a piece of writing.
Marking writing	- Teachers should be highlighting SC green and pink to assess whether children have achieved each SC. 3-4 Spellings should be identified with an 'Sp' and written below the writing for the children to copy out ten times and to put into their spelling dictionaries. - The teacher should highlight words that a child should be proud of or that exemplify the SC in green in KS1. - The teacher should highlight sentences that a child should be proud of or that exemplify the SC in green in KS2. - Sentences that need editing should be highlighted in pink and children should be encouraged to edit these sentences in red pen in KS2. This can be done with an adult. - Teachers should be highlighting 2-3 sentences per piece of writing and 2-3 spellings. - It is encouraged to mark writing with the child there. If any comments are written, marking in the lesson should be done in green pen, comments written after the lesson should be in black pen.
Children should be completing at least an extended piece of writing every other week and a short burst piece of writing every other week.	

4.3 Maths

We use a Spiral Curriculum to teach Maths to whole classes. This approach encompasses the Rosenshine's Principles of Instruction.

The Frampton Way for Maths:

Maths lesson layout	
Starter	'Practice makes perfect' (10 mins)
	EYFS/KS1- mastering number x 4, recap x 1, WRM – SSM teaching and learning
	LKS2- in the back of books - Step counting 2 days a week - Arithmetic 2 days a week - Diagnostic question 1 day a week https://diagnosticquestions.com (free sign up) Year 4- Times table practice from T3 onwards to prepare for MTC
	UKS2- in the back of books - Arithmetic 3 days a week - Gap fill 2 days a week https://diagnosticquestions.com (free sign up)
Part 1: Introduction	Part 1- use flipchart template (I do, we do, you do- key vocab) 'I do': – Direct teaching talk of the concept using a flipchart to recap prior learning. This step is 100% teacher modelled. Concrete, pictorial, abstract (CPA) approach used, context of learning to be made explicit & include vocabulary here. 'We do': – children do this in their maths books (ks2)/ whiteboards (ks1) under 'We do' title. Children work in pairs and teacher walks round to check books. Do you need to remodel 'I do', 'We do' with a small group who have misconceptions? Children use manipulatives and work with teacher/partner to explore new learning. This should be shared, including exploration of maths and lots of discussion. When answering a question children to use the sentence stem: I know it'sbecause....
Part 2: Main Learning/ independent task	Part 2- 'You do': Independent application of learning/ guided work in maths books. Use a mixture of websites for resources with a focus on White Rose and using snipping tool to choose best bits. https://resources.whiterosemaths.com/- - Targeted teaching- correcting misconceptions, challenging HA, mini-plenaries - Children to use marking stations to mark own work with a red pen if appropriate (see more info below) <u>Task completed in books</u>  6-10 fluency questions  3 application question e.g. ✓ empty boxes ✓ word problems ✓ correct the errors ✓ odd ones out 1 deepening question e.g.  ✓ list all possibilities ✓ rules & patterns ✓ examples and non-examples ✓ true/false & prove it ✓ Can you write a question so this is right? * Children should be writing their answer in full sentences to these using sentence stems up on display and using examples to back up their answer.
Part 3: Plenary (flexible)	Part 3: Problem solving/ reasoning activity accessible for all: this is a discussion point to explore learning, spot patterns, make links, correct common misconceptions and celebrate achievement. Children to demonstrate an understanding of patterns/ links to previous learning. Children to use sentence stems:

	I noticed that ... I learnt that ... e.g. word problem/missing number/find all possibilities/ true or false/ if I know this, I also know...../ this is the answer, what is the question?
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Extra information	
Maths display in classroom	✓ Sentence stems ✓ Learn it/ solve it/ prove it arrows ✓ Examples of methods/ manipulatives to use linked with current learning ✓ Times tables ✓ Key maths vocabulary (added to throughout the year) Use resources found in J drive/subject leaders/ maths/ display 2024
Homework	KS2 only- homework sent out weekly on Wednesdays and marked during PMP starter 10 arithmetic questions (see useful websites below) • https://mathsbot.com/primaryMenu • Ashley-down booklets good for times tables (saved in subject leaders/maths) • https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check
Calculations	Use our calculation policy (being reviewed in Sept 2024) and progression of skills to ensure sequential planning with small, appropriate steps. Find it saved on J drive/subject leaders/ maths
Real life concepts	When introducing concepts explain the real life context of when the children will encounter this maths. NCETM gives real life contexts for each topic. https://www.ncetm.org.uk/in-the-classroom/national-curriculum-resource-tool/
Manipulatives	Find sets of manipulatives in the maths resource room (next to the music room) In KS1 these should be easily accessible for children in the classroom.
Marking	Teachers to highlight the LO in children's books (during the lesson if possible) with green highlighter if they have achieved the LO and pink if they haven't. Teachers to write a v in a circle with a green pen if they have given the child feedback. Top tips for marking stations ✓ Teach children how to use marking stations/red pens at beginning of the year ✓ If 3 mistakes have been made, go and see a teacher/adult ✓ Don't leave self-marking until the end of the lesson, encourage children to mark after each section of the task (e.g. mark after learn it, after solve it etc)
Presentation	Top tips for good presentation ✓ Teach children good presentation lesson at the beginning of the year ✓ Ks2 to use margins (this needs to be taught- fold the page in half and use a ruler to draw lines down the page) ✓ Date & LO needed for every lesson on the top line & underlined with a ruler ✓ Sheets need to be trimmed to fit books
Worksheets	A little reminder that there needs to be a balance between worksheets and working in maths books please. If possible, children should work directly in their maths book.
Planning	Please save all your flipcharts for maths in the maths subject leader folder.
SEND	Reasonable adjustments should be made to those children who are on the SEND register. This may take the form of number mats, manipulatives, visuals and sometimes adult support.
Pupil Premium	The books of pupil premium children will be marked first, where possible. Where appropriate, adults will check in with children throughout the lesson.

4.4 Other subjects

Wider curriculum subjects are taught through a topic based approach, planned for in line with the expectations of the National Curriculum.

Learning Journeys for each wider curriculum subject area, map out the topics and knowledge that are taught across the school ensuring for progressive coverage. These consist of cycle A & B to support mixed age classes. Progression in skills documents created by subject leaders.

In KS1 wider curriculum subjects are taught through play projects, focusing on developing independence in skills. Teachers provide opportunities for learners to use their own interests to initiate learning paths, to promote a life-long learning.

Discreet subject specific knowledge lessons as necessary support the play projects.

Wider curriculum learning is displayed in each classroom on topic displays, promoting substantive knowledge and the key vocabulary of current learning.

All lessons will include:

- Links to prior learning with clear purpose stated. Sticky knowledge books are used to reflect upon prior learning in wider curriculum areas and are used as an assessment for learning tool to inform future learning.
- A clear learning outcome with success criteria that is shared with learners
- An effective topic driven introduction linked to the school's values
- A precise modelled explanation of new learning, demonstrating strong subject knowledge and incorporating the children's ideas
- A range of opportunities for interactivity and varied learning styles, enhancing experience and encouraging involvement
- Thought provoking, differentiated questioning to extended thinking
- Challenge for every learner at all levels of ability, including SEND and those receiving PP.
- Opportunities for review and reflection in order for children to achieve mastery of skills
- A summary, that consolidates understanding, revisits purpose and extends next steps

Further enrichment opportunities are planned for to support an engaging curriculum for example, RE visits and Arts Week.

Subject	Schemes
PSHE	Jigsaw
RE	Understanding Christianity and the South Gloucestershire Agreed Syllabus to teach RE.
Music	Charanga, Sing-up Music lessons offered via private (singing, violin, piano, harmonica)/Hub teachers (guitar, clarinet plus other as requested)
History	Black History Week
PE	Get Set 4
French	Primary French

5. Learning environment

Learning spaces in school will be kept safe, clean and ready for pupils to use them.

Display boards should be backed with hessian with a blue ribbon border.

Classrooms will have accessible resources for learning, such as books and equipment. There will be a seating layout that allows everyone to participate.

Every class should have the following:

- A Maths working wall
- An English working wall

- A topic display - linked to current learning and displaying key vocabulary
- A zones of regulation area or display
- A peace table
- Phonics displays and posters as directed by Little Wandle
- A world map
- Reference to reading/books (this could be on the English display.
- Where possible, the Maths and English working walls should be at the front of the class and visible to children when they are learning. They should reflect the current learning and be referred to within lessons.
- Information for staff, such as timetables, should not be visible to children. These should be stored in the class folders.

Corridor displays should be used to celebrate other learning.

6. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

We will make reasonable adjustments to support the different needs of pupils. This may include, but is not limited, to the following strategies:

- Scribing work
- Providing word mats and sound mats
- Providing talking tins
- Offering pencil grips
- Providing close adults support
- Using visual aids
- Using manipulatives
- Providing word processing equipment
- Providing writing frames
- Providing scaffolds

7. Home learning

Home learning (also known as homework) is work set by a pupil's teacher to be completed at home outside of school hours. The aim is to encourage all children to become accomplished, Independent learners in order to maximise their potential.

Home learning is a means of:

- Reinforcing and practicing skills taught at school in order to improve academic performance particularly in English and Maths.
- Extending school learning, for example through additional reading.
- Promoting a positive attitude to learning and improving children's motivation.
- Developing an effective partnership between the school and parents/carers in pursuing the aims of the school and to enjoy the learning experience together.
- Encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own – skills which are requirements for secondary school.

More information can be found in our Home Learning Policy.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

More information on how learning is marked can be found on the subject specific Frampton Way guidelines.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Teachers assess children in reading, writing and maths three times a year. They note if a child is on track to reach the end of year expectations, if they are working at the depth standard, if they are a key marginal (just below) or if they are working well below.

There are pupil progress meetings three times a year to discuss pupil progress and attainment.

Some pupils with SEND are assessed using PIVAT assessments.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Book scrutinies
- Lesson observations
- Pupil conferencing

11. Review

This policy will be reviewed every year by the senior leadership team. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy

Equality information and objectives