



ROTHERHITHE SCHOOL

TEACHING & LEARNING POLICY

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ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL BY THE GOVERNING BODY AT THE MEETING ON:			
SIGNATURE OF HEADTEACHER, GOVERNOR OR APPROPRIATE REPRESENTATIVE			
NAME OF HEADTEACHER, GOVERNOR OR APPROPRIATE REPRESENTATIVE			
POSITION OF HEADTEACHER, GOVERNOR OR APPROPRIATE REPRESENTATIVE			

Copies of this plan are held by:

NAME	DESIGNATION

CONTENTS

Aims and Purpose	2
Key elements of teaching & learning for Years 1-6	3
Overview of the teaching of Reading and Writing	6
	7
Overview of the teaching of reading and Maths	8
Key prompts for planning & delivering a lesson	8
Teaching & Learning in the Early Years Foundation Stage	

AIMS AND PURPOSES

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place daily.

Rotherhithe is an inclusive school. Across our school the expectation is that all pupils are provided with high quality inclusive learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – 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.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines some of the **key elements** which are key to raising standards in teaching and learning.

We Learn:
10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we SEE and HEAR
70% of what is DISCUSSED with OTHERS
80% of what is EXPERIENCED PERSONALLY
95% of what we TEACH TO SOMEONE ELSE
William Glasser

AT ROTHERHITHE PRIMARY SCHOOL

WE USE THE CREATIVE CURRICULUM AS OUR TEACHING APPROACH

We believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of higher order thinking skills, so we apply it to all of our pupils in an individually tailored way.

What we seek to do within the classroom is provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that leads to the following “creative behaviours”:

- questioning and challenging
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions, and outcomes
- making connections and seeing relationships

The Creative Curriculum takes the National Curriculum content and uses a “thematic” (topic or theme) approach to teach multiple learning objectives across different subject areas. In avoiding narrow subject based lessons, pupils have the opportunity to see linkage between subject areas and learning objectives. Topics start with a ‘theme week’ where a range of creative activities (including art, DT, music etc.) are used as starting points for the learning journey. We use problem solving and open ended tasks, drama and role play to help children see “the whole picture”. We have had particular success with the use of drama in Literacy lesson to stimulate their imaginations and provide experiences for writing across all genres. They are helped to recognise relationships and patterns in their learning and they gain a deeper understanding of their learning and different cultural experiences and the unique contribution each of these provides.

KEY ELEMENTS AND PRINCIPLES OF TEACHING AND LEARNING ACROSS OUR SCHOOL – A PRACTICAL GUIDE

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

ALL LESSONS HAVE.....CLEAR LEARNING INTENTIONS

- Learning intentions are shared orally and displayed.
- All learning intentions are written up and shared orally in child friendly language.
- Learning intentions are not muddled up with the context of the lesson.
- The learning intention is written or stuck into children’s books.

FOR LEARNING INTENTIONS TO BE SHARED EFFECTIVELY, TEACHERS MUST:

- Move away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will all know/be able to/understand...'
- Make learning intentions specific
- Use child-friendly language – there is little point in sharing learning intentions if students don't understand what you mean.
- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the plenary
- Students must know exactly what they are going to learn and what is expected of them by the end of the lesson.

ALL LESSONS HAVE.....WELL PLANNED SUCCESS CRITERIA

- All pupils are clear about how they will achieve the learning intention.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Weekly planning includes success criteria for each learning intention.
- Children use the success criteria to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

ALL LESSONS ARE....CLEARLY DIFFERENTIATED TO ENABLE ALL PUPILS TO ACCESS LEARNING

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic)
- Teaching caters for the additional needs of children. This may include providing additional materials/ resources / support or an adapted activity.
- Pre-teaching is used to promote the learning of children with additional needs.

ALL PUPILS ARE ... ACTIVELY ENGAGED IN LEARNING AND WORK

CO-OPERATIVELY

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.

- Children help and encourage each other
- Everyone participates
- Children explain their ideas clearly and in full sentences.

Grouping arrangements are ... generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all.

WE BELIEVE IT IS IMPORTANT FOR PUPILS TO TALK DURING LESSONS

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.

At our school we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking **Think/Pair/Share** and **Talk to your partner (TTYP)** are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their Talk is valued as much as their written work.

LEARNING IS ENHANCED THROUGH... EFFECTIVE USE OF QUESTIONING

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with '*We think that...*'
- Ensuring pupils fully understand the question.

ALL PUPILS RECEIVE REGULAR AND CLEAR... FEEDBACK WHICH ENHANCES LEARNING

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual/group targets are set half-termly for Maths and Writing – these are displayed in the front of their books and the children refer to them during lessons.
- When marking children's work, the main focus is on meeting the learning intention, success criteria and/or targets. Evidence is highlighted, or commented on.
- Marking identifies next step prompts.
- Pupils are given regular time to address issues raised in marking.

LEARNING IS ENHANCED THROUGH... THE USE OF ICT

ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

LEARNING IS ENHANCED THROUGH USE OF... EFFECTIVE BEHAVIOUR MANAGEMENT

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy.

LEARNING IS ENHANCED THROUGH THE... EFFECTIVE USE OF ADDITIONAL ADULTS

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in books during learning time!**
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support – see marking policy.

LEARNING IS ENHANCED THROUGH... THE EFFECTIVE USE OF A PLEARY AND MINI PLENARIES

Review what has been learned

Reflect on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

INTERVENTIONS

Precision interventions organised for children with additional needs are linked to class based learning.

LEARNING IS ENHANCED THROUGH... A GREAT CLASSROOM ENVIRONMENT

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across the school should have:

WORKING WALLS

Every class should have a working wall for English, Maths and Science. This should reflect the work currently being studied in each of the subjects. It should include:

- Children's questions.
- Key vocabulary.
- Visuals and artifacts to stimulate thinking.

WELL LABELLED AND NEATLY ORGANISED RESOURCES

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

OVERVIEW OF MARKING AT ROTHERHITHE PRIMARY SCHOOL

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal- and may be given on a group basis as well as an individual one – see marking policy.

OVERVIEW OF TEACHING OF READING AND WRITING AT ROTHERHITHE PRIMARY SCHOOL

At Rotherhithe we use a cross curricular approach to embed literacy skills across the curriculum in every lesson we teach. The amount of time specifically given to the teaching of Literacy skills varies across the school:

NURSERY

A sound a week- RML* Set 1 sounds (minutes daily) during the Spring and Summer terms, embedded in a rich daily diet of songs, rhymes, raps, poetry and story both oral and read. This aims to develop children's phonological awareness in preparation for phonics teaching. Mark making opportunities and reading opportunities are offered daily and guided writing activities are offered when appropriate.

RECEPTION

- RML sessions daily
- Continuation of songs poetry rhymes and raps and story throughout the reception year.
- Weekly guided reading and writing sessions

YEAR 1

- Daily half-hour RML sessions a week
- Five literacy sessions a week
- Handwriting to be taught at least once using Nelson Handwriting on the system and the teacher handbook in your classes, children to then have a least 2 further 15 minute sessions to practice the skills taught
- Guided reading taught five times per week.

YEAR 2

- Four half-hour long RML sessions a week or alternative spelling/handwriting lessons for those who have exited RML
- Five hour long literacy sessions a week
- Five guided reading sessions a week no shorter than half an hour a session
- Handwriting to be taught at least once using Nelson Handwriting on the system and the teacher handbook in your classes, children to then have a least 2 further 15 minute sessions to practice the skills taught

YEAR 3

- Five hour long literacy sessions a week
- Five guided reading sessions a week no shorter than half an hour a session.
- RML will be run three times per week as an intervention for target children and “Support for Spelling” should be taught at least twice a week for at least 15 minutes a session
- Handwriting to be taught at least once using Nelson Handwriting on the system and the teacher handbook in your classes, children to then have a least 2 further 15 minute sessions to practice the skills taught

YEAR 4-6

- Five hour long literacy sessions a week.
- Five guided reading sessions a week no shorter than half an hour a session.
- Handwriting to be taught at least once using Nelson Handwriting on the system and the teacher handbook in your classes, children to then have a least 2 further 15 minute sessions to practice the skills taught.
- RML will be run three times per week as an intervention for target children in year 4
- RML Fresh Start will be run as an intervention for target children in year 5 & 6.
- “Support for Spelling” to be taught at least twice a week for at least 15 minutes a session.

ASSESSMENT

The aim of assessment and record keeping is to allow class teachers to track the progress and attainment of the children in their class so as to provide an education that is both achievable and challenging. Accurate assessment and record keeping will then be used by the subsequent teacher to build on the success and address the concerns from the previous year. This also allows parents, carers and other stakeholders to be kept informed as to the progress and attainment of children.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable individual pupils to make progress in their learning;
- Be underpinned by confidence that every child can improve;
- Involve both teacher and pupils reviewing and reflecting upon assessment information;
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards;
- Enable teachers to plan more effectively;
- Provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels;
- Enable parents to be involved in their child's progress;

THE PRINCIPLES THAT UNDERPIN ASSESSMENT AT ROTHERHITHE PRIMARY SCHOOL ARE:

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair.

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgments are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

Assessment is consistent.

- Judgments are formed according to common principles.
- A school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning.
- Parents in supporting children with their learning.
- Teachers in planning teaching and learning.

The children will be formally assessed at 3 points in the year:

- Autumn Term 2
- Spring Term 4
- Summer Term 5

TESTS

Due to the changes in the testing system, the layout and content, there are a number of commercial products available. At the present, we are trialing several of these to determine suitability and appropriateness. However, these tests do not define the assessment process and are not central to our assessing of the children.

Through rigorous and continuous assessment and tracking, the children continue to work towards the standard of 'Age Related Expectation'

BASELINE

Baseline testing will be completed in the second week of the Autumn Term, using the PIRA and PUMA tests. This will allow teachers to collect comparative data for the year. The tests will be sat again in Summer 6 and progress scores calculated.

SATs

Years 2 & 6 will complete SATs in May each year at the end of KS1 & KS2.

SATs results will be analysed against predicted targets by the class teacher and the SLT. Papers will be scrutinised to identify areas for further development.

The current standards of attainment are recorded through the online Arbor system which is aligned to the STAR Southwark assessment system. This is kept up-to-date after each "Assessment week". And followed up with Pupil Progress Meetings. At the end of the year, teachers will discuss progress and attainment with the next class teacher.

OVERVIEW OF THE TEACHING OF MATHEMATICS AT ROTHERHITHE PRIMARY SCHOOL

We place a strong emphasis on teaching Mathematical skills and concepts in concrete and practical contexts. Teachers should use, where possible, models and practical activities which enable the children to use and apply skills, knowledge and understanding.

We also place a strong emphasis on the teaching of basic Maths skills, knowledge and understanding (times tables, calculation methods etc.). To help with this, we have a weekly Calculation strategy which teachers must spend 15 minutes on each day, as laid out in the Maths Calculation Timetable. Year One children play daily Maths games to reinforce their basic skills.

In the EYFS maths is taught in Reception as a whole class daily and guided maths sessions take place weekly. Maths games are played weekly across the phase and there are mathematical opportunities offered daily throughout the learning environment, both inside and outdoor.

ASSESSMENT OF MATHEMATICS

Teachers continuously assess the children informally through their marking and interactions with the pupils during lessons. Maths is more formally assessed every half term using 'Assertive Maths'. This is a diagnostic assessment tool which enables teachers to pinpoint, with precision, the gaps in children's knowledge, skills and understanding.

In the EYFS children's mathematical development is tracked half termly. The information from these assessments is used to plan the next half term's work; thus enabling the teachers to plug the gaps in the children's knowledge, skills and understanding.

KEY PROMPTS FOR PLANNING AND DELIVERING A LESSON

Am I crystal clear about what I want the children to be able to do/understand/know at the end of the lesson?	Is the learning objective in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of the EAL learners in my class e.g. what visuals will I use in the lesson?	Am I giving the children thinking time and talking time before answering questions?
Am I going to be introducing new vocabulary to the children	Have I made sure children are not going to be sitting passively for long periods?	Have I included any time for pupils to respond to marking from previous lesson?
How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	How are pupils going to assess their own learning or that of their peers?

TEACHING AND LEARNING IN THE EARLY YEAR'S FOUNDATION STAGE

At Rotherhithe primary school and Day Care centre we care for and educate children from birth to five years old. We provide 26 places of flexible day-care from 8am to 6pm for children from six months to five years in the Day Care centre. We provide two nursery classes and two reception classes in the school.

All of the principles stated in the schools teaching and learning policy applies to the early years foundation stage and we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist Parents as teachers and learners in a partnership approach, for the benefit of all.

HOW TO ACHIEVE THESE AIMS:

A focus on the prime areas

Prime areas are fundamental, work together, and are move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

The importance of play:

At Rotherhithe we acknowledge the central role of play in the education of the young child. (refer to play policy).

Assessment

All classes in the EYFS follow the observe, assess and plan cycle: daily, weekly and half termly. Every child has an individual learning story which includes observations and information from both staff and parents that record the child's journey and progress through the foundation stage.

Learning journeys contain:

1. Long Observations
2. Short Observations
3. Pieces of work and photographs
4. Comments from children and families
5. Termly reviews, assessments and next steps.

They form an essential evidence base for planning children's next steps and sharing learning with families.

Planning:

Planning takes place mid termly, weekly and daily and takes account of information from observation and information from parents. This may include children's interests preferred ways of working, and identified schematic behaviour.

Evaluation:

Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly and planning is flexible to take account of this information.

The important role of all adults:

We recognise the importance of the role that all early years educators play in the care and education of our youngest children.

These roles include:

- Building relationships. Getting to know all of our children and families
- Key working small groups of children

- Observing children to identify their wellbeing and involvement, their needs , strengths , schemas and interests
- Planning for next steps in learning
 - Supporting and extending child initiated activity
 - Engaging children in focussed activity
 - Maintaining a stimulating, welcoming safe and challenging learning environment
 - Working as a team to ensure that all children reach their full potential

THE LEARNING ENVIRONMENT:

At Rotherhithe we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. All rooms are organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time for nursery children over three such as shared story. Where possible these times happen at the end of a session of free flow play. In the reception classes, whole class carpet times happen at the beginning and end of each session both morning and afternoon to ensure that children have access to daily phonics sessions, mathematics, and story and shared writing.

OUTDOOR PROVISION

All children in the EYFS have access to the outdoor learning environment for the majority of each session. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum. (See outdoor play policy).

RELATIONSHIP WITH PARENTS

At Rotherhithe we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child (EPPE get ref). We develop our partnership through:

- Home visits
- Key persons systems
- Parent and family music sessions
- Regular parent workshops focussed on learning in the EYFS
- Regular parents meetings
- Whole school and centre celebrations
- Daily opportunities to talk to your key person about your child's learning and development

We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world. We work towards supporting bilingual children's development in their home language as well as English. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered giving the extra support needed so that they can participate and understand. Children will be learning English through real life, every day, meaningful experiences and through interacting with other children and staff.

CHERISHING CHILDHOOD:

The early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. All the EYFS staff at Rotherhithe recognise the special responsibility they hold as custodians of the early years and they do not lose sight of this treasured opportunity.