**Caerleon Lodge Hill**

**Primary School**

**Teaching and Learning Policy**

**May 2013**

**Current Version**

**Reviewed \_\_\_\_\_29/04/14\_\_\_\_\_\_\_**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Headteacher) Date: \_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of Governors) Date: \_\_\_\_\_\_\_\_

**CAERLEON LODGE HILL PRIMARY SCHOOL**

**Mission Statement**

Working together, learning together on our journey to success.

**Caerleon Lodge Hill Primary School**

**Teaching and Learning Policy**

**School** **Aims**

* To foster an enjoyment and passion for learning
* To be a school which exemplifies and celebrates excellent teaching and learning
* To provide an interesting, challenging, broad and balanced curriculum ensuring pupils develop appropriate lifelong skills
* To encourage pupils to be polite and well behaved, respecting each other and all those in the school community
* To create a positive, welcoming and inclusive ethos in which all pupils can achieve their potential in all areas
* To offer dedicated, enthusiastic staff working together sharing expertise in a positive manner
* To value parental support ensuring a productive link between school and home with school being at the heart of the community
* To encourage pupils to take care of their environment taking into account sustainability and global citizenship

**Aims for Teaching and Learning**

**Our aims for teaching and learning are:**

* To develop pupils as independent learners
* To help pupils acquire knowledge and skills relevant to life and employment in a fast changing world
* To enable pupils to use language effectively and to encourage a love and enjoyment of language and literature
* To help pupils develop lively, enquiring minds, the ability to question and argue rationally
* To enable pupils to use and understand number and apply it to our everyday situations
* To help pupils understand the world in which they live and the interdependence of individuals, groups and nations in order that they may integrate socially with different groups of people
* To identify and be always aware of the needs of each individual child according to ability and aptitude, ensuring provision is appropriate in terms of all levels and types of additional learning needs
* To encourage a respect for religious and moral values and tolerance for other races, religions and ways of life
* To encourage pupils to have pride in Welsh heritage and to give them a knowledge of the culture, history and language
* To develop appropriate ICT skills to enable pupils to be competent with the most up to date technologies
* To develop pupils’ creative and sporting talents and abilities

**Essential aspects of Effective Teaching and Learning**

Effective teaching and learning takes place when:

* Clear objectives are set and shared with pupils
* Work is interesting, stimulating and challenging
* Pupils experience a happy, secure environment where they feel valued and where they are able to relate and cooperate with staff
* Positive attitudes and high expectations are set
* There is a productive working atmosphere in the classroom with pupils on task and behaving well
* Work is differentiated taking into account the needs and abilities of individual pupils
* A variety of effective teaching and learning strategies are used
* Classrooms are well organised, resources are used effectively and attractive, useful displays enhance learning
* Opportunities are provided for pupils to assess their own work and discuss the way forward
* Marking is appropriate for the age and ability of the child and is constructive in enabling the pupil to make progress

**Foundation Phase-Provision**

Teaching and Learning in the Foundation Phase is based on the LNF and the seven Areas of Learning as laid out in the Welsh Assembly documentation. These areas are; Language, Literacy and Communication, Mathematical Development, Personal, Social Development, Wellbeing and Cultural Diversity, Welsh Language Development, Knowledge and Understanding of the World, Physical Development and Creative Development.

Teachers carefully plan learning opportunities for all the above areas, ensuring there is a focus on Numeracy and Literacy skills as well as ICT and Thinking skills. The LNF and the Key Skills of Thinking and ICT are explicitly evident in the planning and delivery of learning activities in Foundation Phase.

Long, medium and short term planning with a strong focus on skills ensures provision is detailed, appropriate and child centred, appropriate for all abilities.

Outdoor provision is carefully planned into learning activities, providing an additional stimulus and enhancing first-hand experiences for the pupils. The outdoor provision can assist in the development of a wide range of skills including problem-solving and communication as well as enhancing pupils’ understanding and appreciation of the world around them. The development of pupils’ creative and physical skills is can also be enriched through the outdoors. A very well presented and interesting Forest School also contributes greatly to the children’s learning experiences.

The new National Framework for Literacy and Numeracy is carefully adhered to with teachers building in the appropriate skills into medium and short term planning.

**KS2-Provision**

The National Curriculum Orders from 2008 and the LNF form the basis of the provision in KS2. The Orders are in the following subjects: English, Mathematics, Science, Welsh, ICT, History, Geography, RE, Music, Art, PE and Design Technology. PSE (Personal, Social Education) and ESDGC (Education for Sustainable Development and Global Citizenship) are other aspects of the curriculum which are also carefully planned into the provision we offer pupils.

Planning takes the form of an overall framework across Y3-Y6 which notes the range of the curriculum covered (long-term plan). The Medium Term planning takes the form of Schemes of Work. These have been carefully created and reviewed over several years by staff and constitute an interesting, creative, broad and balanced curriculum. Key Skills have been intricately written into the Schemes of Work to ensure full coverage and to ensure a strong focus on these skills across all subjects.

Teachers incorporate the Literacy and Numeracy Skills as well as the skills of Thinking and ICT into planning, ensuring these skills permeate thoroughly across the curriculum.

**Assessment and Tracking Pupil Progress**

At Caerleon Lodge Hill Primary School we use a range of assessment strategies. Under the umbrella of “Formative Assessment” we use a variety of methods in order to help children move on, make progress and improve their work. Such methods take the form of -marking work alongside the child, detailed marking of work relating to the learning objective, at a level the child can understand and which will help him/her to make improvements, Close the Gap marking, Two Stars and a Wish and Peer Marking. Further detail about these and other methods we use can be found in the “Assessment, Reporting and Recording Policy” and also in the “Marking and Feedback Policy”. The former policy will also explain the way we use Summative Testing. This takes the form of more formal tests ranging from CATs (Cognitive Assessment Tests) to Reading Age tests and statutory tests from the Welsh Assembly Government. Summative testing is used alongside Teacher Assessments, the latter being very significant as it is an assessment made by the teacher based on a child’s work over a period of time rather than a one-off test.

At this school we believe it is vital to track pupil progress very carefully. In the new primary school we now have a senior manager with a TLR for Pupil Progress and Wellbeing. This manager is working in conjunction with the Headteacher and the Deputy Head on the infant site to ensure very careful tracking of individual pupils. Meetings are held frequently (at least once a half term) to analyse progress of all pupils and those in specific groups. During these meetings pupils who may be falling behind, under-achieving or struggling for any reason are swiftly identified. Appropriate action is then taken to ensure pupils receive the necessary intervention. This may take the form of a long or short term spell in a Literacy or Numeracy Intervention group, a meeting with parents or involvement of a particular agency such as SPLD, Counselling, EWO or Social services. Such actions are then reviewed the following half term, or earlier if necessary. Two higher level support assistants are able, through PDG funding, to address any attendance issues with parents or provide any academic and practical support the parents may need to enhance their child’s education.

**Organisation and Teaching Time**

In Nursery and Reception, children’s learning is organised in a variety of ways. Continuous Provision is carefully planned with a range of appropriate and stimulating resources and activities provided. Enhanced provision builds on the children’s prior learning and small focus groups led by a teacher or LSA ensure children are taught basic Literacy and Numeracy skills as well as other skills set out in the Foundation Phase Curriculum. These groups are organised by ability to ensure more effective teaching and learning. In Y1 and Y2 the different types of provision, such as Continuous and Enhanced, are still an important part of the provision but the teaching of Literacy and Numeracy does become more formal and structured to enable the children to reach the required level in these areas. In these classes the more structured Numeracy and Literacy sessions normally take place in the morning.

In KS2 children are set into ability groups for Mathematics and English from Y4 to Y6. The setting is based on the children’s results in tests and assessments and also on their general classroom performance. These sessions normally take place in the morning. Teachers review the composition of the sets on a frequent basis to ensure children move between sets if this is appropriate and will enhance learning. For the rest of their learning, the children remain in their form classes with work carefully planned and differentiated by the class teacher. Many of the non-core subjects such as History, Geography, Design Technology have been planned in a cross-curricular way to provide a more stimulating and cohesive form of learning. For example, in Y6 in the Brazil topic, as well as finding out about the main geographical features of the country, the children learn about Samba music and design festival headwear such as that worn in the Rio Carnival.

In either phase it is possible children will be grouped vertically. This is due to the school’s published admission number being 45. Careful consideration is always given to ensure classes are organised in the best way possible with provision tailored appropriately for age and ability.

Teachers work together in small teams to coordinate areas of learning and curriculum subjects. Since the lead up to amalgamation, foundation phase and KS2 staff have liaised closely together in the leading and coordinating of the curriculum, sharing expertise and having a positive impact on teaching and learning.

**Approach to teaching English and Literacy**

In Foundation Phase and in KS2 Literacy and English are seen as the fundamental areas of the curriculum which underpin all other learning. In Foundation Phase the Welsh Assembly orders direct teachers’ planning. Opportunities for the teaching and learning of Oracy, Reading and Writing are built into the curriculum on a daily basis with phonics and basic Literacy skills being taught using the “Jolly Phonics” approach and resources. As well as specific Literacy sessions led by the class teacher or LSA, Literacy is planned across the curriculum. Children will be speaking, listening, reading and writing across all the areas of the Foundation Phase.

In KS2 teachers follow a Key Stage Scheme of Work which encompasses English and Literacy. The creative and mechanical aspects of English and Literacy are built into the scheme ensuring children have a diet of classic literature as well as the learning of correct grammar and punctuation. Teachers plan their lessons from the scheme of work, making adaptations where necessary when differentiating work for individual children’s needs.

In both phases teachers encourage the children to be as independent as possible in their learning teaching them to use a dictionary and thesaurus as well as word walls and other resources. As children progress into the upper key stage they read more demanding texts ranging from Shakespeare’s Macbeth to Scott’s Antarctic diaries. The learning involved with these texts is of a sophisticated nature resulting in the majority of pupils leaving Y6 with a very varied and developed understanding of literature and language.

In both Foundation Phase and in KS2, reading is seen as crucial in order to access other areas of the curriculum as well as being a lifelong essential skill. A very positive approach to reading is fostered at the earliest stage in nursery where books, appropriate to the level of the children, are on display and are used imaginatively in all topics. Teachers and LSAs share stimulating picture books frequently to children teaching and reinforcing the first stages of reading as well as displaying a love and enthusiasm for books and literature. Books are available in the classroom and in the library throughout the school for children to peruse and enjoy.

In Foundation Phase, reading books from a variety of structured schemes have been banded into ability sets for the children to choose and take home and read with their parents; this is carefully monitored by staff. Oxford Reading Tree forms the basis of a reading scheme for Y3 after which children choose from a range of school books to take home and enjoy. While the children are still on the scheme (usually in Y3 and part of Y4) LSAs carefully monitor and track reading progress and home/school link books. On completion of the scheme, children are offered a rich variety of books from which to choose ranging from modern writers such as Michael Morpurgo and Jacqueline Wilson to more classic writers such as Shakepeare, E. Nesbitt and Robert Louis Stevenson.

Guided Reading in which children develop their skills of comprehension, inference and literacy appreciation (as they get older) takes place in small groups from Y1 to Y6. Parent helpers kindly assist with this in the Foundation Phase.

For those children underachieving or struggling, intervention groups are used for those children needing additional support.

**Approach to teaching Mathematics and Numeracy**

Mathematics and Numeracy are also regarded as vital subjects and are given appropriate prominence throughout the school. As well as adhering to theLNF, Foundation Phase and KS2 Curriculum orders, teachers plan from the Newport LA framework and in KS2 use the Collins Mathspace as the backbone for the teaching and learning of mathematics and Numeracy. Again, children are organised into ability sets from Reception to Y6 to enable the most effective teaching and learning to take place. Wherever possible, teachers utilize opportunities to develop cross-curricular links, incorporating Numeracy from the LNF in other subjects and topics. When planning for Mathematics and Numeracy, teachers take care to refer to their TAPAS records (Newport LA initiative) which detail mathematical areas with which children are already competent. This informs future teaching and learning on an individual level.

Where children may be struggling in Mathematics and Numeracy, small intervention groups are available from Y1 to Y6 and it is in these groups we frequently see great improvements, especially for those children who learn better in small groups or who may lack confidence in a large class. The small groups allow more time for explanation of concepts and more time for consolidation and practical experiences.

**WG Literacy and Numeracy Framework**

All teachers and teaching assistants have received training in order to implement the new Literacy and Numeracy Strategies and the two Deputy Headteachers who lead on the LNF are liaising closely with the NSP partner regarding the progress of its implementation. The LNF is being carefully planned into our teaching and learning across the subjects and areas of learning in the primary school.

**Homework**

Reading at home is one of the main aspects of homework we expect to be carried out at this school. From Reception class children take books home appropriate to age and ability. These books are carefully monitored by teachers and LSAs. Books are chosen from published schemes as well as from the well-stocked and varied school libraries.

As children progress into Y1 they are given spellings and multiplication tables to learn. This is continued until Y6. In addition to this type of homework, children from Y2 will be given research or practical tasks to do at home to enrich their learning. These tasks will be related to the topics the children are studying at the time.

**Additional Learning Needs**

The two Deputy Headteachers currently have responsibility for Additional Learning Needs, based in each phase. The Deputies carefully liaise with teaching and support staff to ensure children are appropriately identified for any particular learning need and to ensure appropriate provision is given to the children. The Deputies also liaise regularly with outside agencies such as EPS, SPLD and Behaviour Support regarding referrals, meetings with parents and Annual Reviews. Deputies work closely with staff regarding the development, progress and review of IPPs and IDPs as well as any concerns staff may have about individual children. The AENcos, teaching and support staff all liaise closely with parents too to ensure they are kept informed about their child’s development and needs.

**Equal Opportunities**

At Caerleon Lodge Hill Primary School we ensure all children have equal opportunities regardless of race, disability or social class. We also aim to ensure all members of the school community are treated fairly and without discrimination. The school’s Equalities Policy is key to the way in which we operate and it also sets out our plans in the area of Equalities. The school has a longstanding Community Equalities Group which regularly meets to discuss, plan and review Equalities policy and procedure within the school.

**Parental Involvement**

Parents are very much involved and valued in the teaching and learning at our school. Parent volunteers are very much established in the running of Reading Groups in Foundation Phase. Parents regularly help out on school trips as well as coming into class to enhance the learning experiences for children. Parents of different nationalities share aspects of their culture with pupils and staff on many occasions enriching the learning and contributing to the inclusive ethos we have at school.