



BIRCHINGTON CE PRIMARY SCHOOL

KEY STAGE 1 & 2 TEACHING & LEARNING POLICY

At Birchington CE Primary School we want to ensure that every child in our care is given the opportunity to develop personally, socially, academically and spiritually to the best of their ability. This can be achieved by providing a caring, supportive and Christian environment where different learning styles are recognised and promoted.

Through the identification of needs in our School Plan and the Performance Management process we shall ensure that teacher expertise is being improved. We shall build on the strengths of the school and address areas that need development in a positive and constructive manner. We shall ensure that every child, regardless of gender, race or ability has equal access to the curriculum.

Aims

- To teach pupils within a supportive Christian ethos
- To develop the highest possible standards in our learning environment
- To plan an interesting and stimulating curriculum that challenges our pupils
- To develop natural curiosity while encouraging pupils to work independently and progress at an appropriate pace
- To teach pupils with an understanding of the Every Child Matters agenda

Curriculum and Organisation:

The National Curriculum, along with the Primary Literacy and Maths Frameworks provide the basis of the curriculum to be used in KS 1 and 2 classes. The curriculum will be organised to promote cross-curricular links and thematic learning where appropriate. The children will work in ability groups for Literacy and Maths if suitable for the activity and will be given opportunities to work independently, in pairs and small groups. Pupils in Years 5 and 6 are organised into learning groups for English and Maths. These groups are flexible and reviewed every 6 weeks.

All teachers will provide a curriculum that meets legal requirements and enables children to grow to their full potential. It is expected that all teaching should be of at least a 'Good' standard. If the standard of teaching is not as expected, staff maybe requested to enter the school's 'Satisfactory – Good' Programme. If after a specified period of guidance, feedback and support, the required standards are not being met, competency/capability procedures will be explored.

As teachers we will ensure quality by:

- having a secure understanding of the curriculum
- providing interesting and challenging work
- planning thoroughly
- having high expectations of the pupils
- sharing 'child speak' lesson objectives and success criteria and stating these clearly to the children
- differentiating and extending learning appropriately
- using a variety of teaching approaches
- using time and resources effectively
- setting challenging but achievable targets with pupils
- reviewing the children's work with them, marking for improvement and involving the pupils in this process
- allowing pupils time to respond to marking comments
- using a range of questioning techniques
- using formative and summative assessment to inform teaching
- planning and marking home learning effectively to reinforce and/or extend what has been learned

KS1 Environment:

The KS 1 environment is organised into well-resourced and stimulating areas, which are easily accessible by all children. These could include:

- a role play area
- Maths
- a book corner
- ICT
- a creative area including sand play and water play
- a writing area
- a listening area
- a construction area

Children in Year 1 will continue to access the FS curriculum and outside area where appropriate and continue to develop their gross motor, investigative and imaginative skills. Use of the outside learning environment is encouraged for all pupils.

KS 2 Environment

The KS 2 classrooms will promote independent learning, be well organised, resourced and provide a stimulating environment in which to work. Areas which are easily accessible by all children could include:

- reading area
- art/craft resources
- ICT
- access to work materials/books
- interactive displays

Monitoring

- There will be regular monitoring of:
 - a) the curriculum and its delivery through 'drop in' and formal lesson observation, discussion and agreement trialing
 - b) teacher planning and policy documents
 - c) whole school self reviews x3 per year
- pupil progress and attainment data (every 6 weeks) and at the end of each year to identify need and ensure interventions are having impact
- work, through sampling and moderation
- marking
- pupil opinion through questioning

Assessment (please refer to Assessment Policy for detailed guidance)

Children will be assessed throughout the year using structured assessment activities, marking and observations. Ability groupings may be altered as children develop at different rates/possess strengths in specific areas.

AEN (please refer to AEN Policy for detailed guidance)

We aim to provide all children with the support and provisions appropriate to their individual needs. Parents will always be kept informed of their children's access to support.

Summary

In our school each child needs to:

- feel secure, safe and valued
- feel they make a worthwhile contribution
- have a sense of achievement
- be challenged
- listen and be listened to
- have a sense of school community

In our school each member of staff needs to:

- feel happy, motivated and valued
- be positive and calm
- praise the children and each other
- be a good role model both in terms of appearance and manners
- have good planning and secure knowledge
- keep up to date with record keeping
- be punctual and show good time management
- listen and be listened to
- be provided with the opportunities for career and personal development
- establish good relationships with parents and carers including welcoming them as helpers in the classroom

Teacher's planning needs to:

- be in line with the National Curriculum and show use of the school schemes as a framework
- be organised, thorough and differentiated to match the needs of all children
- provide for a range of teaching experiences and learning styles
- show progression
- show thought for resources
- be creative, fun and allow for spontaneity when appropriate

Our environments need to:

- be friendly and purposeful
- be stimulating, ordered and calm
- be clean, tidy, warm and comfortable
- be safe and secure
- be well resourced

Equal Opportunities/Health and Safety:

This policy links with a range of other policies including Behaviour, Assessment, Equal Opportunities and Health and Safety.

Partnership with Parents/Carers

We aim to provide a relationship of trust and understanding, to be a place where children and parents feel valued and supported. Parents views and knowledge of their children is valued. Parents are welcome to discuss any concerns with the class teacher at an agreed time and every Monday after school. There will be formal parent consultation meetings to discuss progress and targets during Terms 2 and 4 and a more informal open evening during Term 6. Parents are also welcome to discuss any concerns with a member of the Senior Leadership Team after first discussing it with their child's class teacher.

All relationships within the school need to be based upon trust, friendship, respect, support, fairness and high expectations of all.