



Teaching and Learning Policy

November 2018

COTTERIDGE PRIMARY SCHOOL

Cotteridge Primary School Teaching and Learning Policy

Rationale behind teaching and learning at Cotteridge Primary School

The cornerstone of teaching and learning at Cotteridge is our vision: ***Achieving Excellence and Inspiring Dreams***. We want our children to have an excellent education which prepares them for life at secondary school and beyond. This involves the delivery of first class teaching and learning both inside and outside of the classroom.

Learning is the purpose of the whole school and is a shared commitment between children, parents, staff, governors and the local authority. Working in partnership, we aim to provide a curriculum which will:

- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum that will prepare them for a rapidly changing world;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- promote the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline, positive attitudes and a capacity to learn and work both independently and collaboratively;
- develop children's confidence, develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Safeguarding

Cotteridge Primary School views safeguarding and wellbeing as paramount. The school curriculum is the vehicle for ensuring that key safeguarding messages are taught at the appropriate age.

The policy has been written respecting two UNICEF articles: Article 28 and Article 29.

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Article 29 A child's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

For further information on safeguarding please see the Safeguarding Policy.

Aims of the policy

This policy is written for the adult stakeholders at Cotteridge Primary School: the teachers, subject leaders, middle and senior leaders, governors, parents and the local authority to ensure that the school's approach to teaching and learning is clearly defined and understood.

The Curriculum at Cotteridge School

At Cotteridge School we follow the National Curriculum for England 2014. The school adopts a topic based approach to learning which will be either half termly or termly in duration. The whole school curriculum map, which is published on the school website, details the topics across the year. Whilst there is an expectation that much learning will be linked to topics, this will not always be the case. Teachers understand that the most important factor in deciding educational content is quality. Therefore, in English for example, the primary driver in determining a unit of work will be the quality and importance of a text along with how this fits with the children's learning needs.

At Cotteridge School there is a clear expectation that learning beyond the classroom, which includes educational visits, will improve engagement and enhance the curriculum. Non classroom based learning is a key part of delivering our vision.

The school uses content, structure and a teaching framework provided by external practitioners to enrich the curriculum in some subjects. These are detailed in the following subject specific sections.

Core Subjects:

English: The teaching of English at Cotteridge School is detailed in the English Policy. The school uses Pie Corbett's Talk for Writing to provide a framework for the teaching of writing, and his book spine to ensure that children across the school have access to a wide variety of top quality stories of the correct pitch.

Maths: The teaching of maths at Cotteridge School is detailed in the Maths Policy which includes a detailed calculation policy on the progression of formal written methods. The school follows the mastery approach to mathematics where the aim is for pupils of differing abilities to travel through the curriculum at broadly the same pace. Differentiation for more able children is achieved by emphasizing deepening knowledge of key concepts rather than completing work from higher year groups. The school uses medium term plans provided by the Bright Pi consultancy as a framework for structuring the National Curriculum. Further guidance issued by the White Rose Maths Hub is used to supplement teaching ideas from Bright Pi.

Science: The school follows the Engaging Science scheme, written by Mary Le Breuille with teachers free to supplement and adapt the scheme as they feel appropriate for their classes. The scheme is practical and fosters an investigative led approach to science.

Non-Core Subjects

History, geography, art, design and technology

Topics come to the fore when teaching history, geography, art and design and technology. The International Primary Curriculum (IPC) is used to provide structure and teaching ideas for some of the topics to ensure the National Curriculum statements are met. Given the length of many of the IPC topics, teachers may adapt the content of their planning to meet the needs of their class whilst ensuring that the National Curriculum statements are met.

PE: Teachers use planning provided by the PE Hub to teach PE lessons. The PE Hub is part of a package of services provided by our sports partnership secondary school – Kings Heath Boys School.

Computing: Both bgfl 365 and the Rising Stars scheme: *Switched On Computing* are used to provide a framework for teaching computing. E safety lessons are conducted once every half term and follow guidance from South West Grid for Learning (SWGfL).

RE: The school follows the Birmingham Agreed Syllabus. For further detail, see the RE policy.

Music: The school uses music services from Services to Education to support the teaching of music. Specialist music teachers teach whole class singing and instrument lessons and conduct a weekly specialist music assembly. In celebrations at the end of the autumn term and the end of the year, music features highly.

Philosophy for Children/Personal, Social Health Education (PSHE): Teachers teach a weekly Philosophy for Children/PSHE lesson. Content from the PSHE Association is used to teach PSHE and the teachers follow medium term plans for their year group. PSHE and Philosophy for children lessons should be grouped so that within a six week half term, the split is 3 philosophy lessons followed by 3 PSHE lessons. This is to enable sequential philosophy lessons to develop a line of philosophical enquiry.

Role of the Subject Leader

All subjects at Cotteridge School have a subject leader. Time given and therefore levels of accountability do differ between subject leaders for core and non-core subject leaders. However all subject leaders are responsible for:

- ensuring their subject is being delivered according our vision, across the school;
- analysing assessment data to ascertain strengths and weaknesses;
- monitoring learning environments, books and teaching to ensure standards are high;
- Ensuring that there is progression in their subject across the school and that the pitch of lessons is right;
- assist with planning their subject in their own and other year groups;
- organise CPD for the staff to develop their subject;
- ensuring that the statements of National Curriculum for their subject are covered;

Non-core subject leaders will produce an interim and final report to show how the objectives on the School Development Plan are being met, and will make recommendations for the development of their subject for next year.

The Magenta Principles

A key part of the approach to teaching and learning at Cotteridge School is to improve children's engagement using The Magenta Principles, as devised by Mike Hughes. The ethos of The Magenta Principles is as follows:

learning is the consequence of thinking... therefore our job is to get them to think
language is central to thinking... therefore our job is to get them to talk
learning is an active process... therefore our job is to get them doing

Broadly, the principles advocate the manipulation of educational content along the following lines:

Sequence	Connect
Arrange	Reduce
Replace	Classify
Compare	Add
Change	Assemble

Teachers use these principles to plan activities which combined with quality questioning probe children's understanding, making them think more deeply about what they are learning. There is an expectation that all teachers will use The Magenta Principles in their teaching.

Questioning

At Cotteridge School we believe that the benefits of skilled questioning are significant and include:

- improved pupil engagement;
- ability to challenge and therefore generate deeper thinking;
- ability to assess understanding. This will include the teacher correctly pitching questions to individuals;
- initiation of collaborative thinking and sharing of ideas;
- creating an environment which provides opportunity for speculation and creative thought;

Children should be given time to respond to questions. Teachers should not be afraid to ask supplementary questions to probe further. At times, it will be appropriate to 'bounce' questions around the room to ensure more than one child has the chance to respond as well as using a 'no hands up' approach to encourage maximum engagement.

Open questions are often generated by using the 5Ws and H, namely:

What, Where, When, Why, Who and How?

It is good practice to use these question stems when writing questions and to include them in planning.

Planning

The following is required by teachers:

- A termly curriculum wheel which is medium term plan for the term, giving details of objectives to be taught for all subjects.
- A medium term plan for English detailing genre to be taught as well as grammar and reading objectives.
- Weekly English and mathematics planning using the school's planning format.
- In Key stage 1, weekly phonics planning adapted from *Letters and Sounds*.
- Termly topic planning for: history/geography/art and d and t, in one document, using the schools planning format.
- Termly or half termly planning for RE using the school's planning format.
- Medium Term plan for science using the school's planning format
- Adapted planning for science, adapted from the Engaging Science scheme.

Planning should be saved in the STAFF COMMON/Curriculum (+relevant academic year)/Year (+relevant year Group)/Planning.

Assessment

Both summative and formative assessments are a key requirement of successful teaching and learning and are an essential requirement of all teachers. Further detail on how teachers are required to assess may be found in the Assessment Policy.

Targets

Relevant year group writing targets, which are taken from either the formative assessment statements in O Track or the Teacher Assessment Frameworks for Key Stage 1 and 2, are displayed in the front of books in both Key stage 1 and 2.

Reading targets, which are taken from the formative assessment statements in O Track, are displayed in the front of books in Key stage 2.

The curriculum and Inclusion

Like all aspects of school life, the curriculum is designed to be accessible to every child. It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. Class teachers may feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs and this will be decided in consultation with the SENCO. Further detail can be found in the SEN policy.

Parental Involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home.

The curriculum wheel for the term will be published on the school website at the start of the term. Teachers will also keep parents updated with information about their child's learning using the year group pages on the school's website as well as information on the weekly newsletter.

Parents are welcome in school for subject related 'Inspire' workshops which are aimed at improving parental engagement with learning. Parents are also invited into school for concerts, assemblies, Christmas performances and end of term productions, with the intention of sharing and celebrating the work that has happened in school. Parents' evenings happen three times per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by an end of year report, which shows the child's academic levels and progress as well as discussing their achievements. Parent forums are held on a termly basis and are a chance for parents to meet with the senior leadership team in order to share their views on key topics.

Date Policy adopted by Governing Body: _____

Date of Review: Nov 2020