



# SMARDEN PRIMARY SCHOOL

*'Enjoying, Learning and Achieving Together'*

## Teaching & Learning Policy

Designated Safeguarding Lead(s)	Claudia Miller (Headteacher)
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## **Smarden School Teaching and Learning Policy**

### **Vision and Aims**

At Smarden Primary School, it is our intent that pupils participate fully in their learning regardless of their starting points, and so we provide them with learning that is interesting, fun and challenging. We aim to provide them with opportunities that allow for their secure development, accelerate their progress and extend their thinking and achievements as they cumulate knowledge and skills for future learning. We strive to implement a rich, enquiry- based curriculum where learners study the full curriculum. This is supported by the clear and appropriate discrete teaching of National Curriculum core subjects i.e. Mathematics, English and Science and the Early Years Foundation Stage (EYFS) Framework. The impact of this allows for transferral of key skills across a range of subjects within the wider curriculum. We use educational visits and special visitors to extend the children's real- life experiences. The use of IT, computing and film support us to maintain a current comparison with the digital world we live in, and drama and outdoor learning are at the forefront of our learning experiences. The team adopt and construct the curriculum to ensure it is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and the cultural capital they need to succeed in life. Children, our partnership with their families and the local community are at the heart of everything we do. We ensure that positive links between home, school and community are nurtured and that in this triangulation all play a vital role in the learning journey.

We aim for our children to:

1. feel safe, valued and happy to be themselves.
2. develop intellectually, physically, spiritually, creatively, aesthetically, individually, and to be aware of the wider human achievements in these fields.
3. have a 'can do' attitude to encourage them to do their best in all that they do.
4. develop a love of learning
5. apply their knowledge to the world beyond our school and be excited by the opportunity and diversity our ever-changing world offers.
6. develop a reasoned set of beliefs ensuring tolerance and respect for all religions and moral beliefs.
7. gain a wide understanding of their role and responsibilities at a local, national and global level.

We consider Quality First Teaching provides a learning culture which promotes independence, deeper thinking, and inspires an ability to challenge oneself. Our environment supports learning, encourages discussion, and celebrates our creative and sporting achievements, providing the same academic, technical or vocational ambitions for all learners. All teachers show good subject knowledge and leaders provide effective support and training to ensure the children receive the very best experiences. Our curriculum is value driven; we promote an ethos of care, mutual respect and support and every effort is valued, and success celebrated. We believe this always supports us to inspire and motivate the children to learn and try their best.

### **Quality First Teaching**

At Smarden, Quality First Teaching is high quality, and coherently planned and sequenced teaching that includes all children. We insist on high expectations in our learning and provide appropriate

challenge to support every child achieve their potential in a consistent and purposeful way so that they believe in themselves and hold joint responsibility with us for their progress. The learning opportunities are personalised yet accessible, and teachers use a 'toolkit' of creative strategies within the classroom to facilitate optimum learning, personal development and enjoyment.

### **Expectations in ALL classrooms – the Non-negotiables!**

All staff are expected to follow policy guidelines and use the agreed behaviour strategies and reward systems to support classroom management.

### **The Smarden Ten**

When teaching a lesson, staff will ensure:

- They have high expectations, and every pupil is challenged. Work is appropriate to children's individual needs.
- Teachers have mastered the subject knowledge of the lesson being taught.
- Teachers use clear learning objectives that refer to a development of a new skill, concept or level of understanding.
- They revisit and recap on key prior knowledge so that learning is embedded in long-term memory.
- Material is presented in such a way as to engage pupils and ensure that they can effectively access the learning, including pacing lessons effectively.
- There is effective modelling to show pupils what they are aiming for. Exemplary models should remain available to pupils whilst they work on their own challenges.
- Effective feedback is given regularly – verbally and/or written
- The behaviour policy is followed to ensure behaviour for learning is good.
- Assessment is used at all stages to gauge pupil understanding and identify misconceptions.
- Any additional adults are utilised effectively.

The classrooms will have these systems to increase efficiency throughout the school day;

### **Classroom Resources**

1. Ease of access to all necessary equipment – including: pencils, pens, rulers, pencil sharpeners and rubbers when necessary.
2. Elsewhere in the classroom, easily accessible to the children there should be group collections of; pencil crayons, felt tips, glue sticks. All other materials should be given out and returned for specific lessons i.e. art, design technology.
3. Books for core subjects will be stored in groups, in a filing system made efficient for giving out and collecting in. Books will be clearly labelled with the child's name, subject and group.
4. Classrooms and resources will remain tidy. At the end of the day pupils should check the carpet for pencils, litter and place it in the relevant area before leaving the room.

### **Celebrating Achievements**

Children will have their work displayed throughout the year and best work will be collated in their individual Record of Achievement files. Also, opportunities will be provided throughout the year for children to perform and demonstrate examples of their best efforts. Rewards will be given for

quality work and effort and achievements will be recognised in Achievement Assembly at the end of each week.

## **OUR CURRICULUM**

### **Mathematics**

Smarden aims to provide a high-quality mathematics education that provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. There is a balance of fluency, problem solving and reasoning. The children make use of manipulatives (equipment), working walls, the outdoors and each other in order to develop their understanding. Teachers develop children's independent higher order thinking skills. When children are able to describe, represent, explain, and create their own example of a concept, idea or technique they are demonstrating 'mastery'. When children are able to solve problems of greater complexity, demonstrating creativity and imagination, and independently explore and investigate, communicate results clearly, and systematically explain and generalise, they are working at greater depth. At Smarden Primary School, we use the program 'Mathematics Mastery' for all planning and teaching resources from Year R – Year 6.

### **English**

First and foremost, English should be fun! It includes reading, writing, and speaking and listening. Lessons are inspired by the use of film, engaging texts (through the Power of Reading approach) and drama. Children have lots of opportunities to talk and work with others, as well as time to reflect upon and edit their writing, following feedback. Spelling and GPS (Grammar, Punctuation & Spelling), including the teaching of synthetic phonics (through Monster phonics, up to Year 2), are reinforced through games and carefully monitored across the school, alongside the reading and writing data. We have the full set of the Monster Phonics reading scheme. Following this, children are assessed using the STAR reading test and we use 'Accelerated Reader' to ensure that children are reading a range of texts at the right level. We have both fiction and non-fiction books (including a range of graphic novels), at all levels on the Accelerated Reader scheme. The Talk 4 Writing approach is used to teach writing across the school and vocabulary is developed by ensuring that all teachers are reading to their class a rich and sequenced menu of quality texts. Vocabulary is also important across a range of subjects and vocabulary lists feature at the heart of every topic from Geography to music. The learning environment is used to support and enhance learning: working walls provide a point of reference and steps to success and displays share work the children are proud of.

### **The Wider Curriculum**

At Smarden we aim for our wider curriculum to be purposeful and inspiring. It includes history, geography, art, design & technology and music. The year is divided into three for each long term to ensure coverage of the National Curriculum content and skills:

- Autumn: Discover
- Spring: Explore
- Summer: Create

Each term kicks off with a 'hook' and ends with a celebration of what the children have achieved: the project. The project can take a variety of forms e.g. exhibitions, the making of a film. Through this approach, learning is linked to a Big Question and is cleverly framed around an inquiry process – it

involves and leads children to investigate important ideas and questions. Our 'Curriculum Characteristics' are embedded to support this critical part of our approach: -

- Be adaptable and work in a team
- Make links to the community and the wider world
- Ask questions
- Be critical and analyse what you see
- Seek challenge, take risks and give things a go.

Pupils receive visits from experts and professionals, which makes learning relevant and connects them to real life issues.

### **Science**

Our primary aim is to ensure that all children love learning about science during fun, practical investigations, intellectual discussions, trips, science days and within our outdoor learning environment. All our lessons are planned in line with the national curriculum whilst ensuring that our expectations match the aspirational needs of our children. Our children receive a high-quality science education which provides the foundations for 'working scientifically' and allows them to develop an understanding of the world through the specific disciplines of biology, chemistry and physics. Lastly, we feel that it is vital that our pupils are equipped with the scientific skills and subject knowledge required for them to be successful within their secondary context. We use the Kent Scheme of work for primary science.

Curriculum coverage is outlined in a curriculum map for each year group which is available on our website or in a hard copy. This curriculum is carefully planned to ensure continuity and progression for all children as they move through the school. We regularly reflect on and review the curriculum to suit the needs and interests of our children and their community.

The curriculum is delivered through: interactive group work; discussion and debate; demonstrating and modelling; independent research; questioning to deepen learning; role-play; problem solving; practical experiences; visitors and experts; educational visits and providing further opportunities for home learning.

Activities are matched to the different needs of the children and we encourage them to select their level of challenge. We place strong emphasis on the development of language skills across the curriculum in order that children can articulate and demonstrate their understanding.

We recognise the link between physical activity and cognition by providing opportunities for active learning. Through our curriculum, we promote the development of positive characteristics of effective learning so that our children leave Smarden Primary School as independent, resilient and confident learners who are prepared for the ever-changing wider world.

### **Religious Education (RE)**

At Smarden, we follow the recommended Kent Agreed Syllabus for Religious Education, and statutory guidance that states children should receive one hour a week of RE teaching. Our aim is to engage pupils through provoking and challenging questions from which they develop responses of their own to the questions and issues addressed. It provides a platform to equip pupils with knowledge and understanding of a range of religions and world views.

### **Modern Foreign Languages (MFL)**

At Smarden Primary School, we teach Spanish. We currently have two native speakers of Spanish. We use a range of resources to bring the subject to life, including an online program called Language Nut.

### **Physical Education (PE)**

All children at Smarden in KS1/2 receive two hours of PE a week in-line with DfE guidance; this includes the use of a progressive scheme for the development of skills in both indoor and outdoor sports. The EYFS supports physical development as one of the prime areas; in addition, the children have daily opportunities to develop their gross motor skills. All children complete a daily mile. We use REAL PE throughout the school from Nursery to Year 6 which allows consistent teaching of a range of skills. From Year 3, in addition to REAL PE, we teach a range of sports and encourage children to compete against other schools in games such as football, netball, tag rugby and hockey.

### **Computing**

The essential computing skills are developed discretely through specific weekly teaching; software and programs are used to develop these and allow for progression through the year groups. In addition, the application of these skills is encouraged during other class work via chrome books.

### **Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)**

At Smarden, PSHE and RSE is taught collaboratively through a personalised curriculum framework which meets all statutory expectations and is tailored to Smarden's needs. We use the Jigsaw approach from Nursery to Year 6 and ensure PSHE and RSE teaching is intertwined into the whole curriculum, our school values and assemblies. Through our engaging programme of study, we ensure that all children develop a positive sense of well-being, feel confident in managing feelings and making relationships and understand their place in society and the world around them. The Jigsaw approach ensures that we place strong emphasis on behaviour, mental well-being and happiness. Our study of 'Developing Emotions', which uses Historical and artistic resources to teach children about emotions and improve their vocabulary, also builds on this approach. We aim to become a centre of excellence in the teaching of strategies for enabling our pupils to be happy, able to cope with stress and at peace with themselves.

Our REFLECT school values link intentionally with our curriculum long term plan:

- Autumn: Respect and Enjoyment
- Spring: Friendship, Cooperation and Trust
- Summer: Leadership and Endeavour

We aim to enable appropriate and pertinent aspects of emotional and personal; social, moral, spiritual and cultural development of our pupils in order to develop and support their general wellbeing. Learning needs to equip children to feel safe to explore, question and take risks in order that they are confident members of society; as we are privileged to belong to a richly diverse world- a cultural capital- and so we embed British Values within our provision in a meaningful context.

### **The Role of the Teaching Assistant at Smarden:**

- Take a proactive role and use initiative within the classroom.
- Record any safeguarding concerns to a DSL immediately.
- Support/aid/track the learning of SEND/PPG/LAC children and other vulnerable groups.
- Assess identified children in order to provide evidence of progress: eg. STAR Reading Test; phonics; times tables etc.
- Support groups of children in order for them to achieve the task/objective set both in and out of the classroom.
- Team-teach alongside the teacher.
- Precision teaching - Work with other children who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
- Support a group of children with behavioural/concentration/organisation difficulties to remain on task.
- Teach specific learning programmes of work: Speech and Language therapy programmes, phonic spelling programmes etc.
- Scribe on working walls
- Record observations
- Make notes to support assessment during a lesson
- Provide regular feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss with HT / DHT if further testing/resources required.
- Plan and prepare activities/resources needed for subsequent lessons.
- Read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons.
- Contribute to future planning as appropriate