

GRAND AVENUE PRIMARY & NURSERY SCHOOL

A Policy for Learning and Teaching

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Agreed by staff and Governors - Spring term 2021
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Aims

At Grand Avenue Primary and Nursery School we regard learning as a process through which children make sense of the world around them. We believe that effective teaching involves active learning and an opportunity to reflect on what has been taught. The starting point of the learning process considers the previous experiences and knowledge base of each child. We believe that thorough planning, specific feedback and effective teaching, heighten and direct these learning experiences.

All our staff will:

Foster resilience within each child a sense of self-esteem, self-discipline and respect for others

Facilitate learning by providing an appropriate environment in which to learn.

Deliver a broad and balanced curriculum to prepare children for life.

Value the partnership with parents with regards to engaging children in their learning

Ensure equal access to the curriculum regardless of a child's gender, culture, language or ability.

Plan carefully, ensuring a progression of skills and knowledge, and offering opportunities for appropriate challenges

Create first hand experiences, including visits and visitors

Provide experiences, which value and reflect our multicultural society.

Acknowledge and reward when learning has taken place

Assess, record and track children's progress in line with school policy.

Scrutinise assessment data to inform next steps in planning

Acknowledge and reward when extra effort has been made

Use Assessment for Learning strategies within lessons to further support planning, learning and teaching

Have special regard for ensuring vulnerable pupils make good progress

Attend relevant training to ensure skills and knowledge are kept up to date.

Share good practice with colleagues

This policy needs to be read in conjunction with the following policies:-

Assessment

Marking

Monitoring and Evaluation

Equal Opportunities

More Able Pupils

Special Educational Needs

RHE

Home School Agreement

Home Learning

Response and Reflect

Equal Opportunities Statement

We are committed to equal opportunities for all. We firmly believe that every child has the right to access a broad and balanced curriculum regardless of gender, race, culture, language, physical ability, academic ability or socio-economic background.

Planning

Ethos

At Grand Avenue we believe that planning is a collaborative activity between all members of staff. Continuity across the Year Group is a priority, ensuring equality of opportunity. We ensure that all children are given tasks to undertake which are appropriate to their ability and learning style. Planning is learning led. Record keeping and assessment are incorporated into planning, through annotation, to inform future plans.

Procedures

All planning is kept in a central place, allowing access for each member of the Year Group and for monitoring purposes. Planning may be saved on the school system or on Google Drive.

Children in Key Stage One and Two are taught the National Curriculum. When planning, staff refer to the whole school curriculum map which indicates the key concepts, skills and knowledge to be taught in each year group. The map is regularly reviewed in line with government policy and to ensure continuity and progression throughout the Key Stages. Planning through topic creates cross curricular links between subjects which allows pupils to apply skills and knowledge. The map also makes reference to published schemes of work. Changes to the curriculum map may only be made following discussion with the Deputyhead and Curriculum Co-ordinators.

Plans are made over each half term to show progression within each topic. Core subjects are taught in line with the National curriculum, using a topic led approach. Each Foundation Subject has a Programme of study which shows the key concepts, skills, content and vocabulary to be taught. Planning adheres to these documents, ensuring continuity, progression and coverage of the National Curriculum.

The Early Years Foundation Stage Curriculum is followed for children in Nursery and Reception, using a child initiated, topic approach. A curriculum map is created showing key concepts and skills to be explored.

A weekly timetable is created for all year groups showing when subjects will be taught and includes intervention groups, scoop groups and opportunities for pre-teaching. Individual lessons are structured, groups are identified and support staff deployed as appropriate.

Each lesson plan will clearly show the Learning Challenge, the Steps to Success/What Makes Good, resources, opportunities for Assessment for Learning, strategies to support pupils not on track to meet Age Related Expectations (ARE) and provision for more able pupils.

Assessment and Record Keeping

We believe assessment to be an integral part of the Learning and Teaching process. The school assessment policy ensures that systems are in place for both formative and summative assessment. A variety of strategies are employed to ensure learning has taken place and to record a child's progress. Statutory formative assessments include Early Years Foundation Stage Profile, Year 1 Phonics Screening, Year 4 Multiple timestable check , and Year 2 and 6 SAT's. Summative assessments include marking, feedback and teacher assessment.

The school uses a system called Symphony to record and track progress. The original published system has been adapted to meet the needs of Grand Avenue pupils and staff. Point scores are given to each child for Reading, Writing and Maths at the mid-point of each term. This data is used to inform planning and pupil progress towards targets set.

Target Setting

Target setting is linked to both planning and assessment procedures. Two main types of targets are set, numerical and curricular. Numerical targets are set each year for each child regarding the level of attainment in Reading, Writing and Mathematics. Class teachers keep a record of these on SIMS and monitor each child's progress towards these targets on a termly basis using point scores on the Symphony grids.

Curricular targets are set for each child and reviewed regularly, indicating the next steps needed to make progress. These targets are child friendly, discussed with each child, monitored closely and feature prominently in planning. The nature, timing and reviewing of these targets is dependent on age of child. Each Year Group has a 'non-negotiable' list of skills to be achieved at the end of the year for English and Maths. Children are regularly reminded of these particular skills and have copies available for reference. These targets are also shared with parents at Parents Evening.

Class teachers closely monitor each pupil's progress towards end of year targets. Year Group termly progress pupil meetings are held with the Headteacher.

Whole school targets for children in Year 2 and 6 are numerical in the form of a percentage. eg 92% of children in Year 2 will achieve ARE in Maths.

Feedback

Feedback is provided to children in a timely positive way to encourage further learning. Feedback may be in the form of a written or verbal comment. The feedback may be recognition of a task well done, supportive in pointing out errors or constructive in identifying the next steps.

Feedback provided aims to be clearly understood, consistent and rewarding. We believe that positive feedback fosters an effective working relationship between the teacher and child, and leads to good progress. Feedback is always linked to the learning challenge of the lesson and a child's efforts are never seen as a pass or fail. Children are encouraged to reflect on their learning and self correct or work alongside peers to evaluate and improve the quality of a piece of work.

We aim to create a written dialogue between pupil and teacher during the feedback and marking process. Time is given in class for pupils to read and respond to a teacher's comments. [*Responsive teaching in here or when AfL is mentioned*](#)

Making Good Progress Sheets

Teachers complete a 'Making Good Progress' sheet for all SEND, PPG, vulnerable pupils and those who are not making sufficient progress to achieve ARE at the end of the year. Part of these documents is shared with parents to allow for further focussed support at home. The sheet outlines the barriers to learning and the strategies put in place to support accelerated learning. Sheets are shared with all staff working with the child, updated at least half termly and stored on the central system.

Environment

We believe that children learn best when they feel happy, safe and confident. Children also need to be well fed and hydrated. We promote healthy eating and the use of water bottles/fountains throughout the school day. For effective learning to take place we also believe that children need to feel secure in a stimulating environment.

We acknowledge that children enjoy being outside and endeavour to undertake a variety of Outdoor Learning opportunities throughout the term, using the school grounds and facilities.

We provide the appropriate physical environment in which to learn, by giving careful consideration to conditions ie warmth, lighting, space. Teachers also work hard to create rapport with the children in their class creating a feeling of belonging and value, which leads to children being open to the learning experience.

Through the school 'GRAND Rules' and 'GRAND Learners', a climate of mutual respect for all learners with high expectations of learning behaviour is promoted. The Grand rules and learners information are displayed in each classroom, throughout the school and are regularly referred to during lessons and assemblies..

Quality First Teaching

To assist the learning process and ensure good standards of progress are achieved by every pupil; the teachers will ensure that the experiences offered are of the highest quality, involving pace, challenging questions, and the effective use of time and resources.

This will be achieved by:

- Teaching staff having good subject knowledge.
- Making sure connections are made with previous learning.
- Having high expectations of both quality of work and behaviour.
- Ensuring work is set at an appropriate level for all ability groups.
- Ensuring each session has a clear challenge and Steps to Success /What Makes Good?
- Focussing on the learning journey by summarising the learning that has taken place and setting it within the context of future lessons.
- Creative lesson design and specific interventions
- Using dialogic teaching methods

- Ensuring feedback to each pupil is specific
- Using AfL within the lesson
- Promoting resilience and high self esteem
- Giving pupils opportunities to respond to written feedback

Children as Learners

Children will be given the opportunity, through effective teaching and a stimulating environment, to:

- Establish a positive attitude to learning.
- Become confident, assertive and independent learners.
- Engage in problem solving and decision making.
- Foster positive relationships with all members of the school community.
- Appraise and evaluate their own work and that of others.
- Form good working habits that promote individual, paired and group learning.
- Use a variety of learning styles as appropriate to their needs.
- Reflect on the skills and abilities needed to learn effectively.
- Apply skills and knowledge learnt in school to well-structured Home learning tasks.

Monitoring and Evaluation of Learning and Teaching

As part of an ongoing commitment to raising standards and recognition of all members of the school community as lifelong learners, comprehensive monitoring takes place throughout the year. The focus for monitoring is taken from the School Development Plan and includes lesson observations, learning walks, book looks and pupil voice.

Members of SLT and MLT, in the first instance, monitor Teaching and Learning. Subject co-ordinators also undertake this role with regards to their subject.

Feedback is given and records are kept of all monitoring activity. Staff are expected to make changes to their practice by acting on feedback given, aiming to improve standards of learning and teaching throughout the school.

Additional Adult Involvement

The learning process can be complemented by additional adult involvement and volunteers/students are welcomed. Volunteers and students are required to attend a brief induction meeting and sign confidentiality and safeguarding documents before supporting in class. Purposeful structured tasks are planned and additional adults are clearly briefed before participating in any activity. Volunteers and students are required to follow all school policies and asked to feedback to the teacher as appropriate.

Home Learning

We promote home learning in a structured and purposeful manner. A weekly communication is sent home via Google Classroom outlining the tasks to be completed at home. Children are expected to upload their learning and teachers are required to give feedback as appropriate. Home learning will focus on basic skills, ie, times tables, phonics/spelling and reading.(See Home Learning Policy for more detail)

Parents and carers are asked to consider the following listed below.

Children should :

- Enjoy their learning.
- Have a quiet space in which to undertake their home learning tasks.
- Have access to a laptop or device connected to the internet
- Have time to talk to an adult about their learning.
- Be able to work independently.
- Feel that they can be creative and imaginative.
- Feel what they produce is valued.
- Have time to reflect and evaluate their own progress.

The Role of the Governing Body

The Governing Body ensure high standards of Teaching and Learning by promoting the value of INSET for all staff, giving staff opportunities to reflect on their own learning and to take part in professional dialogue. They, with the senior leaders in school, create conditions that enable teachers to embed their knowledge in effective practice. Via their monitoring role, Governors ensure the quality of learning is high for staff and children.

Early Years

Some of the procedures and systems for Teaching and Learning set out in this policy are slightly different for our Early years department (see Guidelines in separate document).

It is school policy that the Early Years department provides both continuous and enhanced provision, with the Early Years Foundation Stage Curriculum being adhered to. Record keeping is maintained on SIMS with tracking of the Early Learning goals for each pupil recorded every term.

Concluding Statement

Our school is regarded as a learning environment for all who work within it. Staff, children and parents all contribute to the learning and teaching process. A sense of exploration, invention and creativity is fostered. Staff are dedicated to creating a climate for success within which Learning and Teaching are valued. We wish to develop confident, competent and independent learners, who lead their own learning.

Remote Home Learning – Practice and policy
Updated May 2022

Introductory/context statement

Grand Avenue Primary and Nursery is committed to providing Remote Home Learning and pastoral support of high quality to all families during a period of school closure or individual isolation.

Aims of policy

This policy will outline ;

- systems in place to support Remote Home Learning
- measures the school is taking to ensure e-safety at all times
- the impact closure may have on mental health and support available
- agreed routines for remote learning for individual children

1-Systems to support whole class remote home learning

Middle leaders will collate Remote home learning activities on a weekly basis

The activities sent home will consist of :

X1 daily English

X1 daily Maths

X 1 daily Physical challenge/activity

X 1 or 2 daily topic/wider curriculum

Reading expectations

Maths facts/tables expectations

Middle leaders will oversee the uploading of supporting documents to the Google Classroom

To ensure consistency, the same remote learning will be sent to the children in the same year group.
(with the exception of SEND pupils)

Staff will try and balance the number of tasks set to be completed on and off screen.

Staff will provide feedback to each child through Google classroom

The frequency of feedback will depend on the nature of tasks set but expectation is a minimum of once a week.

Staff will engage children and, where possible, set goals and targets to further learning

Information sent home will be clear and explicit, endeavouring to support parents.

A remote learning help desk will be set up and available for parents during school hours.

Staff will upload video messages /stories and send to their class.

Staff will keep records of individual learning.

Staff will alert SLT about any concerns regarding children not accessing the remote learning, especially those deemed as vulnerable.

Paper copies of home learning for children who do not have access to a computer will be distributed.

2-E-safety

Grand Avenue staff are fully aware of the importance of keeping everyone safe whilst using the internet and will pay due regard to all aspects of e-safety

Further online e-safety training will be made available to all staff if required

The school Safeguarding policy has been updated. (copy distributed and on website)

Live streaming of lessons to pupils maybe arranged in agreement with the headteacher.

Staff will only use the agreed online learning platforms to make contact with children. There will be no private accounts used.

When recording video messages to children the staff will

-wear appropriate clothing

-ensure background is neutral/blurred

-ensure the language used is professional and appropriate

-ensure the video is a reasonable length of time (not overly long)

-record and save the message

3-Mental health and well being

The school makes mental health and well-being for children and families a priority during a period of whole class remote learning. When home schooling activities are sent home it is always accompanied by a letter advising families that the timetable is suggested and does not need to be rigidly adhered to.

Staff will plan home learning activities to include physical activity, time away from a screen and activities to promote positive thinking.

Through the weekly school newsletter all families will be signposted to relevant resources to support well-being in the home.

Vulnerable families will be contacted by telephone by members of SLT/SEN team on a regular basis to provide support and advice.

4-For individual children who have COVID and are well enough to complete work set;

On contact with the family, office staff will confirm that child is well enough to complete remote learning tasks

If work is already being set for other children at home , the new child can access work immediately.

If this child is the only child at home, the work will be set from the second day of absence.

Staff will –

Invite child to isolation classroom on first day of absence

Send a 'welcome' message to the child

Remind child to keep reading a variety of texts

Remind child to access Mathletics/timestable rockstars etc...

Remind child to complete Home learning tasks set on Google classroom

Consider setting some topic work in the form of research or short project.

Signpost the child to online resources such as BBC bitesize.

Respond to work uploaded to the isolation classroom

Inform the Headteacher regarding concerns about any child who is not completing remote learning set.

Concluding statement

The staff are committed to supporting the education and mental well-being of all families at Grand Avenue. Systems to ensure this, and for communication between staff, are set up and are continually reviewed for effectiveness using feedback from families and staff.

Protocol for voice recorded, video and live stream lessons during partial school closure

Appendix 2 to Teaching and Learning Policy Spring 2021

Rationale

We believe that children working from home may be more motivated to become engaged in learning if they are supported by their teacher through recorded voice or video sessions and live stream sessions.

Grand Avenue Primary & Nursery School are developing manageable and effective ways to offer this during periods of enforced Remote Learning.

Policy

Training will be given in how to create recordings and videos and how to undertake live streamed lessons.

Before making a recording, video or delivering a live streamed lesson, staff will make careful consideration to the reasons as to why a certain way of delivery has been chosen.

Staff will use school devices over personal devices wherever possible.

Recordings and videos will be created on school premises whenever possible

Live streaming will be undertaken on school premises only

Live streaming will only be used when viewed by staff as an effective way of delivery.

Procedures for when recording voice/video sessions

Staff will:

- Plan the intended learning outcome.
- Carefully consider the length of the session, aiming to be precise and focussed.
- Rehearse delivery before making the recording.
- Prepare any resources to be used.
- Speak clearly and use appropriate language.
- Ensure the background is neutral or appropriate to the lesson.
- Dress appropriately when recording at home.

- At the start of the recording let the child know if they will need to pause the recording at any time during the session or to gather any resources that may be needed/available.

Procedures for when providing live streamed lessons

In addition to procedures above, staff will:

- Only use 'Google Meets' to stream the lesson.
- Ensure children know when live lessons will be streamed.
- Ensure another adult is either in the classroom or nearby during the session.
- Ensure year group colleagues are informed of the live stream schedule.
- Share the 'ground rules' with the pupils i.e. the learning behaviour expected is the same as in school, microphones not audible to each other, microphones only allowed when teacher gives permission, how do pupils ask/answer a question etc..
- Know that by accepting an invitation to Google Classroom parents are giving consent for their children to take part in live events.
- Seek permission from parents to allow their child to be seen in in the live forum if the child is in school.
- Ensure parents know the session will be recorded for school purposes only.
- Ensure pupils will be in a shared space in their house, not their bedroom.
- Remind pupils to dress appropriately.
- Manage the Waiting Room if adults are attending and ensure only those invited join and know how to remove someone should it be necessary.
- Double check when screen sharing that any tabs open in the browser would be appropriate for a child to see.
- Keep a detailed record of all live stream sessions; what, when, who.
- Inform SLT of any issues that arose during the session (including safeguarding)
- Be mindful that the session may have been recorded by a third party without permission.
- Set up the link for the appropriate cohort or group to become live 5 minutes before the session is to begin.
- Ensure every child logs off before logging off.
- Delete the link to the meeting from the assignment as soon as the session has ended.
- Ensure all participants are aware of the IT acceptable use policy.
- Consider how to make provision for children who may not be able to join at the allotted time.

