

**Caslon Primary Community School, Beecher Bear Daycare and Nursery, Beech Tree (SEMH Base)
and Tree Acre (Early Years Inclusion Hub)**

Teaching and Learning Policy 2024

Intent

All pupils should;

- Take ownership of their learning to become resilient and independent
- Acquire new skills and accumulate knowledge in order to make progress
- Be motivated and proud to continue their educational journey

It is the responsibility of all staff to ensure that every child has a successful education.

The following is implemented across the school.

1) Positive and supportive relationships;

- Pupils will feel welcome in their classrooms through positive communications with all adults.
- Expectations for behaviour will be reinforced, in line with the school's behaviour policy.

2) Good and effective learner behaviours;

Good and effective learning will be modelled by school staff and taught discretely to ensure each are understood.

Effective learners will be:

- Emotional –
 - Name emotions and express them with increasingly accurate vocabulary
 - Manage impulsive behaviours
 - Show pride in success
- Social –
 - Focus on learning in class and can articulate what learning
 - Attention given to directions, listening to teachers
 - Show empathy and appreciate diversity
- Cognitive –
 - Organise time and space for own learning
 - Set goals and monitor own progress
 - Talk purposefully to peers, valuing the opinions of others

(Education Endowment Foundation, 2020)

3) Stimulating learning environment;

- Class teachers are responsible for organising their classrooms into effective learning environments.
- Working walls are used for Maths, English, Science and should include; subject vocabulary, key facts, effective worked examples, success criteria - (Specifically for English - sentence stacking showing current writing as it develops).
- The learning environment should scaffold and support children's learning, creating independence.
- Displays in the corridors may reflect longer term teaching priorities and will be changed termly.
- As a school promoting a 'Total Communication' approach, a visual timetable should be on display in every classroom, now and next boards used where appropriate, and the weekly Makaton sign should be taught by class teachers.

4) Cohesive planning;

- Long-term planning should be developed from the provided schemes of work and should be adapted accordingly dependent upon the needs of learners.
- Teachers are provided with a range of subscribed websites to support planning; Write Stuff, White Rose Maths, PE Hub, Language Angels, Eduu School, Charanga Music and Twinkl.
- Weekly overviews should be completed to include as a minimum; learning objective starting with 'Can I...' and at least 2 ways of adaptive teaching identified. More may be necessary dependent on the needs of the individuals within a cohort.
- Teachers should provide scaffolding, visual aids and any other adaptations needed to ensure each learner can access lessons.
- Planning folder set up on school shared area - should identify different groups of children and a seating plan. Specific lesson resources should be uploaded to the shared folder and/or on Google Classroom ready for class to access prior to learning.
- Where a teacher may consider blocking a subject, headteacher should be consulted first.
- Timetables for delivery of lessons throughout the school will be provided to ensure that every lesson is allocated.
- Overviews should be completed and uploaded to the school shared folders by the end of the Sunday prior to delivery.

5) Effective teaching approaches:

- Revising prior learning should be a key part of each lesson therefore knowledge retrieval is encouraged across all lessons which will recap key points from previous lessons within the same unit, from the previous unit and from previous years learning in that subject. This reinforces learning and transfers knowledge to the long-term memory.
- Identified key vocabulary should be discretely taught as part of subject and revisited regularly.
- Use of online apps is encouraged to provide high quality tasks and reinforce the learning of pupils such as; Learn by Questions, Education City, Bug Club and Century Tech.
- Other apps are available to support practice of skills for Maths; Numbots, 1 Minute Maths, Times Table Rockstars.
- Lessons should be engaging for pupils and there should be an approximate balance of 20% teacher talk to 80% pupil work as much as possible.
- Lessons are chunked into small parts to reduce cognitive overload on pupils and ensure high levels of engagement. Consideration should also be given to the amount of text and verbal instruction given to ensure pupils can process information and act upon it.
- All pupils should be encouraged and supported to play an active part in lessons through use of 'think, pair, share', 'show-me boards', 'cold calling', as well as being supported to deepen their thinking through strategies such as 'say it again better' and use of 'probing questions' (WALKTHRU 2020).
- Maximum use should be made of Google Classroom as a virtual place to provide learning opportunities for pupils and easy access to resources.
- Hooks, where appropriate, will be provided to engage pupils in lessons through use of images, digital media, music clips and drama approaches as a means of increasing student engagement, making content more relatable and sparking curiosity.

6) Support and Challenge:

- The needs of all individual learners will be met in every lesson to ensure that each pupil can succeed.
- Quality first teaching is the first wave of support for pupils who are experiencing difficulties.

- Learners with SEND needs should have access to Adapted lessons, whilst high expectations are maintained, so that all pupils have the opportunity to achieve their full potential.

7) **Timely Feedback:**

- Feedback is key to helping pupils move forward in their learning and at Caslon, we believe it can be done in a range of ways;
 - Verbal feedback during lessons
 - Active marking
 - Comments in the form of;
 - Opportunities to redraft or redo
 - An instruction to do something
 - Rehearse a skill
 - Revisit and respond
- Written feedback can be given either in books or on Seesaw at teacher's discretion.
- When feedback is given on Seesaw, it is important that pupils are provided with time to review and respond to that feedback.

8) **Homework:**

Homework is a valuable means of reinforcing the learning that goes on in school, ensuring that parents are involved with their child's progress and can also be used as a mean of preparing and pre-teaching for lessons.

| Homework: | <u>Reception and KS1</u> | <u>KS2</u> |
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| <u>Reading</u> | <p>All pupils have online access to Bug Club where they are allocated age/stage appropriate texts to read. This can be supplemented with texts from school.</p> <p>Ideally, parents will read with their children daily for at least 10 minutes, this could be done at bedtime and will focus on phonemes, blending to read words and word recognition as well as checking for understanding.</p> <p>Parents are encouraged to complete the half-termly home reading booklets to show where a child has read with them or independently for 10 minutes working towards in school rewards.</p> <p>Pupils who have access to Lexia Core 5 Reading program are also encouraged to access that at home with the intention that increased access will help to close any gaps they have. This should be completed independently to be a true reflection of ability.</p> | <p>All pupils continue to have online access to a range of texts through Bug Club and may take books home from class libraires.</p> <p>We recognize that pupils develop their own interests in different authors and text types and therefore we value any reading done at home.</p> <p>We would encourage children to read daily for at least 15 minutes a night.</p> <p>Parents should complete the half-termly home reading booklets to show where a child has read with them or independently for 10 minutes working towards in school rewards.</p> <p>Pupils who have access to Lexia Core 5 Reading program are also encouraged to access that at home with the intention that increased access will help to close any gaps they have. This should be completed independently to be a true reflection of ability.</p> |
| <u>Spelling</u> | <p>Pupils working on the Read Write Inc phonics program will be sent home words linked to the sounds they are learning each week. These will depend on the set they are working on and will be provided by phonic group leaders to reinforce sounds learnt and work done in the previous week.</p> <p>There may be occasions when these words are from the common word lists from the National Curriculum.</p> <p>Pupils who receive support for SEND needs may also receive additional homework tailored to supporting them to close gaps in progress.</p> | <p>Pupils who are working on the Read Write Inc Spelling program will be given a weekly set of spellings linked to that weeks focus e.g. suffixes, prefixes, homophones, etc. These spellings may also be from the National Curriculum common word lists.</p> <p>These lists will be differentiated within each class to ensure that appropriate spellings are provided based on ability of pupils.</p> <p>Pupils who receive support for SEND needs may also receive additional homework tailored to supporting them to close gaps in progress.</p> |

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| <p>Maths</p> | <p>Homework will be provided to encourage children to engage in more practical/exploratory activities which supports the establishment of a secure understanding of number.</p> <p>Apps such as White Rose 1 Minute Maths, Numbots and Times Table Rockstars can be used at least once each week in order that children practice basic number skills.</p> <p>It is at the discretion of individual teachers if they supply additional work although it is our school's policy to be as paper-free as possible so this may be done through use of apps like Education City or other online links provided by class teachers.</p> | <p>Homework will be supplied through the use of online apps such as Times Table Rockstars and Century Tech.</p> <p>It is recommended that pupils access these daily for at least 15 minutes in order to practice their skills and see progress.</p> <p>It is at the discretion of individual teachers if they supply additional work although it is our school's policy to be as paper-free as possible so this may be done through use of apps like Education City, Learn by Questions or other online links provided by class teachers.</p> |
| <p>Other</p> | <p>In addition to the standard format, where a teacher feels that there are areas of need, children may be provided with extra one-off pieces of work or booster packs. These could be:</p> <ul style="list-style-type: none"> · 'Same Day' consolidation tasks which support the learning that has taken place in school that day; this is designed to increase confidence and accuracy in preparation for the following lesson; this could be for any lesson. · Handwriting exercises e.g. Fine motor skill activities, letter formation or handwriting packs. · Sentence work e.g. writing subordinate clause sentences which include accurate punctuation. · Reading comprehension tasks. · A research project around a particular topic in order to support children's writing in class. · Packs of work to aid revision at specific times of year - Phonics packs, Y2 booster pack, Y6 booster packs. <p>(This list is not exhaustive!)</p> | |

9) Monitoring:

- Monitoring of teaching and learning will take place through;
 - Weekly checks on planning folders,
 - Subject leader monitoring of planning, Google Classroom and Seesaw,
 - Termly lesson observations,
 - Learning Walks by subject leaders/SLT,
 - Pupil voice

For advice and guidance on any of the above aspects of this policy, please speak to senior leaders.

To be reviewed July 2025