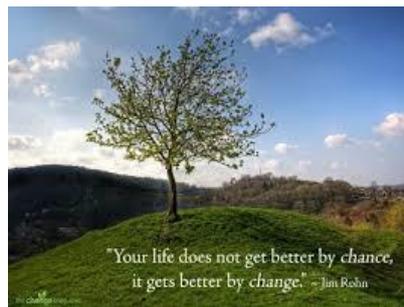




# Whiston Junior and Infant School

Part of White Woods Primary Academy Trust



**Engaging Minds Developing Lives**

## Teaching and Learning Policy

Reviewed by SLT: September 2016  
Approved by the Governing Body: October 2016  
Review Date: September 2019

### School Aims

The school aims to provide quality education for children between four and eleven years of age. Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self-reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

### The 'EPIC' approach to inspire and equip learners for the 21<sup>st</sup> Century

The development of the curriculum is paramount at Whiston J and I School. Each year children will be immersed in at least six learning projects; FS2 plan for a range of mini learning projects which are a balance between specific topics and children's interests. Each learning project is split into sections, which starts by a planned **enquiring question** and sees children progress through four stages of learning.

The **four stages** of learning are Engagement, Progression, Innovation and Communication (**EPIC**):

#### 1. **Engagement:**

During this opening phase the children are **immersed** in an experience connected to the new theme; an opportunity to develop an '**awe and wonder**' moment. We hope to '**hook**' and **engage** them to build excitement around their learning. This phase would also incorporate the development of and **modelling** of **questioning**: to find out what they know already, what they want to find out and how they are going to do that. Leading then to develop a set of their own **enquiry questions**.

#### 2. **Progression:**

If the children are going to learn about something new they may need **new skills**, or might have to practise some old ones. This is where the teacher plans and **models** new learning across the curriculum subjects identified for the project and helps the children **progress** through the skills at an appropriate **pace**, incorporating **discovery** and **curiosity**, **differentiation**, **questioning** and **challenge**. There are planned opportunities for children to develop an understanding of the **social, moral, spiritual and cultural aspects** within the project and to be given opportunities to develop an understanding of the importance of **British Values**.

#### 3. **Innovation:**

In this stage the children are encouraged to develop their **divergent thinking skills** in order for them to be **innovative, independent and resilient to use** and **apply** their new skills, knowledge and understanding through **challenging** learning activities. They may be given a problem to solve, an experiment to test or a task to investigate. They will be **challenged** to work and learn on their own, in pairs or together in small groups to **discover, find solutions, identify patterns, and investigate a theory** by putting all their learning into practice.

#### 4. **Communication:**

The final stage is an opportunity to **link** their learning from their starting point and **assess their progression** through the development of skills and their understanding of the topic. This will lead to them planning opportunities to **share and apply their skills and knowledge** in order to **celebrate** their learning in different ways. The children, with support from their adults, will **make decisions** of what and how they want to **celebrate** their learning. For example, they may produce an e-book, make works of art, perform a play/dance or write a diary/newspaper report in role and then share their outcomes and invite **an audience** to a presentation/assembly or **exhibition** etc - maybe other classes, parents/governors or a 'Public' audience. Finally, they will **critique** their learning and outcomes and **set themselves challenging targets**.

### Planning for the EPIC Curriculum

The EPIC Creative Curriculum has been organised through a 'topic based' approach which incorporates key skills as set out above. The use of computing, digital thinking and visual and digital literacy are encouraged in all topic areas. Computing skills are also taught with planned opportunities to develop and apply their skills within independent learning activities. Each class teacher is responsible for the delivery of the EPIC Creative Curriculum. Although links can and should be made with all subjects, the following subjects are also taught as dedicated, discrete sessions:

- **Mathematics**
- **Aspects of Literacy** (although the creative curriculum will be used as a vehicle for writing)
- **RE**
- **PE** including **Swimming** in Year 4 and **Cycling** in Y5
- **MFL** (French in KS2)
- **Science**
- **Music**

**Planning and progression of skills:** The new National Curriculum 2014 and EYFS objectives and key skills are incorporated into our planning.

**Long term planning:** Gives a broad outline of the skills taught in each year group and shows progression and continuity between skills taught in a cross curricular way across school.

**Medium Term Planning:** Uses a question approach to hook children's learning and demonstrates progression through specific National Curriculum objectives to be taught within each area of the curriculum and the links between them. Within each half term PSHE/SEALs and RE objectives are included. These teach our children strategies and boundaries that are to be used in everyday life and support the development of emotional intelligence and spiritual well-being.

**Weekly Planning:** Breaks down the objectives into weekly achievable targets and learning activities for mathematics and literacy (speaking, reading, writing, grammar, punctuation, vocabulary and phonics). This is implemented through:

- Planning for literacy and numeracy using the school agreed formats.
- Planning for year group objectives from the National Curriculum.
- Planning to ensure all children are identified – Up to date pupil attainment is added to planning.
- Planning identifies at least three differentiated groups of children and includes related success criteria.
- Opportunities for AFL being planned e.g. questioning, self and peer assessment activities.
- Short term planning being completed by the year group teacher. As planning is delivered, teachers annotate and customise it to meet the changing needs of individuals and groups. The differing abilities in lessons are met through differentiated activities. This could be by task, level of support/scaffold or by process of outcome.
- Planning being annotated with AFL evidence and individual children identified for targeted support in the following session e.g. Mega Maths and Word Wizard or extra target sessions with the class teaching assistant. To ensure a balance of teaching and learning this may be covered through a teacher or TA focus group, pre-learning session, 1:1 tuition or whole class through mental maths/starters and split input.

**All teachers are expected to:**

- Keep annotated planning in their own planning file, give copies of MTP to HT/SLT - half termly.
- Share and discuss planning with their teaching assistant on a daily basis (8:30am).
- Ensure planning is up to date, appropriate to age and stage, content meets the learning objectives and high quality resources are provided to support the children's learning.
- Ensure that children are able to use and apply IT across the whole curriculum.
- Class teachers must communicate effectively the learning objectives that need to be covered, in regular **PPA/NQT/LLT** by ensuring they give simple planning to the HLTAs at the beginning of each half term.
- Provide parents with an overview of children's learning through a Curriculum Map.

**Roles and Responsibilities:** The Head teacher and SLT have overall responsibility for the Creative Curriculum, supported by the Curriculum Leaders. The Curriculum Leaders are responsible for overseeing the delivery of the Creative Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book/topic scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

**Monitoring and Evaluation and assessment:** Individual subject leaders monitor the effectiveness of their curriculum area. The SLT monitors the progression, continuity and effectiveness of the creative curriculum together with other members of staff.

### **Effective teaching within the EPIC Curriculum**

As well as planning and assessment, when teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We promote an interactive classroom, using less hands up and increased partner talk.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We accept for a small minority of children other strategies are sometimes more appropriate.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we carry out the appropriate risk assessments, inform parents and obtain their permission, unless it is in the local vicinity e.g. trip to the local church. Risk assessments are completed as required.

We deploy teaching assistants and volunteers and/or students as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult support also assist with the preparation, organisation and display of children's learning and storage of classroom equipment.

Our classrooms are attractive and interactive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best outcomes during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays or 'help desks' relating to literacy and numeracy – relevant to the writing genre and maths focus being studied. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high expectations of outcomes by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **Effective learning within the EPIC Curriculum**

We acknowledge that young people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of IT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching and responding to visual and digital literacy e.g. video clips, music, art works
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

**We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.**

### **Differentiation within the EPIC Curriculum**

We base our teaching on our knowledge of the children's prior attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all learning tasks set are appropriate to each child's level of ability. It is vital that the work presented is differentiated approximately in order to address individual pupil's needs. Differentiation can be by outcome, process, task, input, grouping, use of resources and use of additional support. **Teachers plan to ensure children work towards a greater depth of understanding related to the learning objectives.**

- **SEND** - When planning work for children with special educational needs and disabilities we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and we believe that their work here at Whiston J & I School is of the highest possible standard.
- **More Able** – Enrichment/extension is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or sometimes working alongside children from other classes. Differentiation should provide activities requiring higher order thinking skills. All children including the more able need to be challenged to develop a broader and deeper understanding. The role of the teacher is vital in challenging the thinking of all children.

### **Equal Opportunities and Inclusion**

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities.

Refer to equal opportunities policy. All teachers will be made aware of the policy and ensure that all children have equal access to all areas of the curriculum.

Also refer to our –

- Behaviour Policy
- Assessment Policy
- EPIC Curriculum Policy
- Marking, Feedback and Presentation Policy
- SEND Policy
- Equal Opportunities Policy

### **Policy Monitoring, Evaluation and Review**

Date of issue: September 2016

Date of review: September 2019