



# Kings Meadow School

Believe and Achieve



## Teaching and Learning Policy

Reviewed: February 2018

Next review: February 2019

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors

### Our Beliefs

#### ❖ All pupils can achieve and deserve the same opportunities.

- Our careful planning ensures that pupils follow their own personalised learning journey, which accounts for their social and emotional as well as academic learning needs.
- We value progress and achievement in its broadest context be it learning to ride a bike, learning to share or understanding place value in 4-digit numbers.
- We constantly adapt to the needs of the pupils in order to enable them to access learning and wider experiences.

#### ❖ For successful learning to take place, first pupils must be ready to learn.

- We know our pupils well so that we can gauge their readiness for learning and respond accordingly.
- We strive to build positive relationships with pupils so that they feel able to use words to seek support and therefore make progress.

#### ❖ Pupils learn best when they feel happy and secure.

- Through our in-depth knowledge and understanding of each pupil, we ensure that we meet their social and emotional needs in order to maximise their learning potential.
- We monitor the wellbeing of our pupils closely and respond rapidly as needs are identified.

#### ❖ How pupils learn is as important as what pupils learn.

- We ensure learning follows a clear learning journey to meet individual needs and preferred learning styles whether these are visual, auditory or kinaesthetic.
- We plan and deliver theme days in order to engage pupils in the wider curriculum.



## **Curriculum Breadth**

Our curriculum provides a broad range of experiences for our pupils. Our pupil's backgrounds, our culture and our climate for learning provide the following drivers that underpin all areas of our curriculum, our whole school ethos and the practice within each classroom.

### **Emotional Wellbeing**

Pupils' emotional wellbeing is vital for great learning in the classroom. Therefore we are dedicated to helping pupils to learn to identify and express their feelings positively and safely.



### **Positive Relationships**

Experiencing positive relationships is crucial in developing trust, self-awareness and confidence. Hence we provide opportunities for pupils to forge relationships with adults and peers. In turn we believe this helps pupils feel safer and therefore ready to learn.



### **Growth Mindset**

Through new experiences, positive interactions and providing something different we are dedicated to challenging our pupils and enabling them to find ways to grow their brain.



## **Curriculum Balance**

We believe that all children should feel knowledgeable, skilled and successful in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development; physical wellbeing and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design.

Spiritual, moral, social and cultural development, along programmes of personal development, underpins all of our work and is monitored as closely as academic subjects.

We carefully balance the requirement for pupils to reach their full potential and where possible meet national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. As a result pupils thrive and leave Kings Meadow better prepared for the next part of their journey.

## **Curriculum content**

All teaching and learning encompasses three curriculums, which run alongside each other.

- 1) The Statutory Framework for the Early Years Foundation Stage (March 2017) which supports our continuous curriculum approach and informs both academic learning for lower attainers and personal, social and emotional development for all of our pupils.
- 2) The New National Curriculum (DfE 2014), from which we base all academic learning. (Religious Education is taught discretely in line with the Northamptonshire Agreed Syllabus but where possible links are made with the wider curriculum).
- 3) Our bespoke Behaviour Curriculum, which utilises the Boxall profile (a system of assessing the diagnostic and developmental needs of children with social and emotional difficulties) and supports social and emotional wellbeing.

Each year a long term plan is created which maps out the skills and content to be covered each term in each subject in relation to an overarching theme. The key themes are informed by National Curriculum guidance but determined significantly by the pupils' own interests.

### **'Mastery' Curriculum**

In line with new curriculum ideology, at Kings Meadow we endeavour to provide a 'mastery' rich curriculum by ensuring that the content follows the national standards and requirements but with opportunities for all learning (whether academic or social or emotional) to be repeated as many times as necessary to ensure pupils are fluent in everything within their own personalised learning journey. As such we also consider their to be no set 'rate' of progress but focus instead of ensuring pupils having a depth of learning

### **Continuous Curriculum**

The pupils are taught in mixed aged classes, called 'families', and in order to best meet their diverse needs we operate a continuous curriculum approach to teaching and learning whereby the pupils access next steps in their academic learning on a 1:1 or group basis whilst also being able to dip into play-based learning such as role play, small world, sensory and junk modelling. Through these play-based areas of the classroom the pupils have a wide range of opportunities to:-

- Explore and apply basic Mathematics and English skills e.g. writing a menu for the café, sharing out characters in small world.
- Engage in 'serve and return' based interactions whereby the adult responds directly to the pupil thus enabling the pupil to learn from the interaction e.g. peek-a-boo.
- Acquire new language through interaction with pupils of differing speaking and listening abilities and adults who can model key vocabulary and communication skills.
- Improve fine and gross motor skills through engaging activities e.g. building with different resources – cardboard, tape, big bricks and small bricks.
- Explore their imagination e.g. pretend a box is a volcano, creative role play.
- Explore social skills such as sharing, turn taking, using words and compromise.
- Explore different feelings such as disappointment, frustration, pleasure and excitement.
- Build confidence and self-esteem.
- Build positive relationships.
- Try new experiences e.g. sensory play.



### **Social and Emotional Curriculum**

Through daily taught circle time sessions, interventions, assemblies and whole school practise, the pupils encounter frequent learning opportunities in order to develop their social and emotional skills.

(See behaviour policy for more detail)

## **English**

Our cycle of teaching and learning in English follows the Talk for Writing approach:-

- 1) Learn a set text – oral rehearsal
- 2) Adapt the learnt text – text mapping
- 3) Write your version of the text type – Big write



In line with the Talk for Writing principles, we also place great importance on the pupils' exposure to a range of books which is achieved through daily story time, book talk displays, weekly story-based assemblies and 1:1 reading.

Alongside this the pupils also engage in 1:1 sessions of phonics, which focusses on the development of sound recognition, and Kinetic Letters which addresses the basic principles of pencil grip, position and letter formation. In addition Spoken Language is considered of paramount importance and so we provide a wide range of contexts for spoken language rehearsal and development throughout the school day such as:-

- Oral story-telling
- Lego therapy
- Book Talk
- Use of Blank questioning\*

(See the English Policy for more detail).

## **Mathematics**

We place great importance on Mathematics teaching and learning following a clear learning journey where subsequent lessons directly build on prior learning and adhere to each individual's next steps. As such planning outlines the small steps needed in order for each pupil to progress from their differing starting points.

Teaching and learning in Maths also places great importance on the use of resources, especially Numicon in order to support and deepen pupils' understanding.



We also build in frequent problem solving lessons and opportunities in order for the pupils to apply their learning to the real world and experience maths in different contexts. (See the Mathematics Policy for more detail).

## **Wider Curriculum**

In relation to the overarching theme, teaching and learning is planned across the wider curriculum so that within every big term, pupils will have gained skills, knowledge and understanding within each of these subject areas.

Furthermore pupils have frequent opportunities to gain from new experiences through Forest School, PE events, theme days, visits and visitors.



Playing Cricket



Victorian Day



Forest School

In addition the pupils have access to a wider range of different computing equipment such as interactive whiteboards, laptops, ipads, cameras, easispeak microphones and beebots\*. In line with computer use, the pupils also engage in frequent e-safety discussions.

Through assemblies the pupils also gain a broader understanding of the world around them and explore our British Values.

### **Curriculum Delivery:-**

#### **Planning**

We believe quality planning is crucial in order to ensure successful teaching and learning. Due to the mixed-age classes, planning is produced to cover the spread of needs across the school and teachers then adapt planning to address the specific needs within their classes. There are established planning proformas for each area of the curriculum, which are monitored, updated and adapted as necessary by SLT and subject leaders. Planning is shared across the teaching team and teachers are responsible for producing their own class circle time planning each week, continuous curriculum planning each fortnight and unit plans as discussed with the teaching team. All planning and resources are saved electronically on the staff system so that all teachers can access it as required.

Each teacher is then responsible for ensuring they have organised current planning into a 'red' file which contains:-

- A weekly timetable.
- Weekly Circle Time planning.
- Class specific information.
- Class data.
- Boxall data.
- Long term planning for the whole curriculum as well as individual long term plans for Maths and English.
- Documentation for Maths, English and foundation subjects taken from the National Curriculum.
- Medium term plans for Maths and English.
- Short term unit plans for Maths, English and foundation subjects.

Every week teachers move planning which has been annotated and completed from the yellow 'current planning' file to the green 'completed planning' file in order to keep evidence of planning and ongoing assessment for the current academic year.

Planning is monitored by the SLT and reviewed as part of the performance management and lesson observation process.

### **Lessons**

At Kings Meadow we believe that effective lessons are carefully designed and considered to meet each pupil's individual needs thus ensuring progress. In order to achieve this, the teacher must determine if a given lesson needs to be delivered 1:1, in small groups or as a whole class. Whether the lesson is delivered 1:1 or as a group, we believe all effective lessons:-

- Demonstrate a clear learning journey by building on prior knowledge and moving the learning forward for each individual pupil.
- Have clear learning objectives which are shared with the pupils alongside measurable and achievable success criteria linked to the learning objective.
- Involve pupils in evaluating own learning by using traffic light coding against success criteria, verbal and written feedback (see marking policy).
- Have next steps in learning identified and shared with the pupils (see marking policy).
- Share and discuss new vocabulary.
- Effectively utilise classroom support.
- Use praise and positive reinforcement to foster self-esteem, motivation and confidence.
- Purposefully use key resources (e.g. Numicon, IT) to support learning and understanding.
- Gather evidence of progress through photos, post-its, written work and annotations.
- Use constructive verbal feedback to monitor and assess as they teach.

### **Evidence of Learning**

Throughout lessons we provide pupils with various methods of showing their learning. As a result of this we expect there to be a variety of evidence of learning within books which reflects both teacher-led learning and more spontaneous learning experiences through the continuous curriculum. As a result evidence can take many forms such as photos, speech bubbles with pupils' verbal responses or pupils' own written recordings either directly into a book or on worksheets.

At Kings Meadow School we are not opposed to the use of worksheets as we realise that for many of our pupils worksheets can help to provide a framework and a sense of security when carrying out learning tasks. We do however also use practical resources to support learning and ensure that there is still a sense of progression e.g. if a pupil shows they have met the objective within the first few questions, they do not need to complete the rest of the worksheet but are instead ready to move on to something more challenging.

### **Exercise Books for Recording**

Maths – A4 with blank paper inside. More able pupils may use paper/books with 1cm squares if deemed appropriate.

English – A4 with lines of a width to suit writing ability.

Learning Journeys – A4 scrap book style – blank coloured pages.

Religious Education – A4 with lines/ blank pages to suit the needs of the pupil.

Special To... - A4 with blank paper to be used by pupils to collect learning and achievements they are proud of.

Where suitable, different coloured paper may be used to meet the needs of individual learners. For example some may find pale yellow paper preferable for reading and writing.

All pupils are encouraged to organise their work so that it is neat, can be understood and reflects their learning.

### **Assessment**

Assessment is the key to effective teaching and learning. Our teaching is based on knowledge of pupils' stages of attainment and of their social and emotional developmental needs.

The following assessment arrangements are in place for monitoring progress within each core subject:-

#### Maths

- Basic number sense assessed at the start of the academic year as a form of base-lining and repeated half way through the year to track progress.
- Ongoing teacher assessments in the form of post-it notes and annotations on planning.
- Half termly maths assessments.

#### Reading

- Ongoing teacher assessments through 1:1 reading sessions and whole class story time recorded on individual reading assessment sheets.
- Termly reading assessments – PIRA tests.

#### Writing

- Basic skills in writing assessed at the start of the academic year as a form of base-lining and repeated half way through the year and at the end of the year to track progress.
- Ongoing teacher assessments in the form of post-it notes and annotations on planning.
- End of unit 'big writes'.
- Ongoing Kinetic Letters evidence and annotations against progress.

In addition at the start of every year pupils also complete a phonics assessment, this is then repeated half way through the year and at the end of the academic year to show progress against sound recognition and application.

Academic progress is tracked using Classroom Monitor and the 2014 Rising Stars Framework.

Social and Emotional development is monitored constantly through daily class records (debrief sheets) and assessed biannually using the Boxall Profile.

In addition to this all pupils have an Individual Learning Plan which reflects their English, Maths and Social and Emotional targets based on their Educational Health and Care Plan as well as current assessment information. These targets are formally reviewed and shared with parents three times across the academic year. The achievement against these targets is also tracked by teachers and SLT and informs discussions at Pupil Progress Meetings.

## **Staffing**

At Kings Meadow we consider all members of staff to be of paramount importance when considering effective teaching and learning in its broadest sense. In fact at Kings Meadow we consider the adult-child relationship crucial in enabling pupils to learn to trust adults and therefore take positive risks with their learning as well as managing their behaviour.

## **Teacher Responsibilities**

The role of teacher includes: -

- Maintaining a warm, safe, stimulating learning environment, which is well organised, resourced, labelled, clutter free and promotes equality and respect for diversity and individuality.
- Having high expectations of behaviour; following the school rewards and response system.
- Having high expectations of learning; work presentation and display.
- Celebrating achievement using stickers, verbal praise, certificates, presentation to Head or Assistant Heads (Gold Book and Rainbow Wall), sharing assembly, Gold trip and contacting parents / carers.
- Planning short and medium term plans in line with schemes of work and the long term curriculum map.
- Delivering lessons with clear learning objectives and success criteria based on assessment information.
- Gathering ongoing assessment information and identifying next steps.
- Carrying out termly assessments for reading, writing and maths, completing data sheets and discussing data with SLT.
- Keeping up to date with pedagogy, personal skills and knowledge and those identified through performance management and CPD.
- Providing annual reports to parents.

## **Monitoring**

- Teacher Performance Management conducted by the Head teacher and Assistant Heads takes place during term 1 where previous targets are reviewed along with threshold standards. Mid-cycle review occurs in term 3 or 4.
- Formal lesson observations take place at least 3 times a year with planning reviewed at this stage also.
- SLT carry out planning file scrutiny, book scrutiny and learning walks throughout the year as needed to address school priority areas and to inform future training needs.
- Tracking data by SLT happens three times a year and is discussed with teachers at pupil progress meetings.
- Subject leaders also track pupil progress and inform teachers of key areas and or pupils in need of greater attention and support in order to secure progress.
- Subject monitoring – subject leaders undertake lesson observations and book scrutiny.
- SLT check curriculum coverage.

## **Teaching Assistants and Support Staff**

SLT and teachers are responsible for directing and managing support staff in line with school policies and the specific needs and requirements of the class. Each class can have up to three teaching assistants with some pupils having a designated 1:1 support programme. The TA role includes:

- Acting as a role model in line with the school ethos.
- Working with small groups of pupils under the teacher's direction / supervision.
- Supporting learning for pupils by identifying learning objectives and success criteria.
- Supporting learning by providing pupils and the teacher with feedback, verbal or through marking.

- Promoting and rewarding high expectations of behaviour.
- Working 1:1 with pupils in crisis following their Support and Intervention Plan and ILP.
- Maintaining a stimulating, clean and safe environment both in the classroom and the school as a whole (e.g. setting up the continuous curriculum, helping to manage and organise resources and creating and repairing displays).
- Supporting the teacher by preparing resources and ensuring sufficient resources are available.
- Taking responsibility for classroom routines e.g. folder work, reading books, snack, home-books.

All adults in school reflect on their practice, their strengths and weaknesses and we aim to offer professional development opportunities and supervision to support teaching assistants.

### **Stimulating Learning Environment**

The physical environment has a significant influence on learning. It gives pupils a clear message about how we value them and value learning. The learning environment is enhanced through:

- Displays of positive affirmations, success, learning achievements and the learning process itself.
- Well-organised and easily accessible tools, materials, prompts, scaffolds and resources.
- Flexible use of seating and desks to support learning in different contexts.
- A classroom layout which facilitates collaborative learning and allows for quiet personal study.
- Easily accessible books to suit pupils' interests.
- Resources and displays which reflect diversity and inclusion.
- Posters which remind pupils to use thinking skills and behaviour strategies.

### **Homework**

At Kings Meadow School we acknowledge that our pupils already have a number of obstacles to overcome both in school and at home so homework is not expected. We do however respond to the pupils, parents or carer's and will provide homework as requested.

### **Involving parents/carers**

Kings Meadow School also works in partnership with parents and carers, other agencies and the wider community towards achieving the best learning outcomes and progress for our pupils.

We believe that parents and carers have a fundamental role in helping their child to learn. Where appropriate pupils are given homework to support and enhance their learning. In addition parents and carers are informed about their pupil's progress and achievement. This is achieved formally through Annual Review meetings and Annual Reports, but also informally through coffee afternoons, special assemblies, home school liaison books and telephone calls. Furthermore parents and carers are invited to share any concerns as soon as they arise and school monitors attendance carefully and responds appropriately.

### **Role of Governors**

- Governors monitor the effectiveness of the school in achieving good standards by reviewing policies.
- Ensure that school buildings and premises are effective in supporting learning.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that high quality staff are appointed.

**Please also refer to the following policies:**

Assessment

Marking and Feedback

Behaviour

Mathematics

English

**Glossary**

Beebots – a computing tool whereby pupils can programme a small device in order to learn about basic programming in terms of inputs, outputs and debugging as well as positional language.

Easispeak – a sound recording tool for collecting spoken language and playing it back. This can aid independent learning, speaking and listening skills and also be used as an assessment tool.

**Appendix 1**

Teaching and learning model (see attached)