King David Primary School

Teaching and Learning Policy

Introduction

The school strives to provide an environment where all children have the opportunity to reach their full potential academically, vocationally and emotionally, in a happy, caring Jewish atmosphere. We believe in the concept of lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives now and in the future.

Aims

- To create a stimulating environment, to enable quality teaching and learning to take place.
- To strive continuously to improve standards in all areas of a child's learning.
- To provide a broad, balanced, relevant and differentiated curriculum, with equal access for all.
- To prepare children for an active role in society, with a respect for the institutions and laws of the country and in support of fundamental British values.
- To enable parents and the wider school community to share with, and support, the child's learning.
- To promote a collaborative culture to learning, which is based on pupils' needs, and their potential.

Objectives

- To use the School Development Plan as a working document for the audit, review and planning of teaching and learning and to monitor the impact of initiatives we follow.
- To maintain a framework for progression and continuity, to enable children to learn effectively.
- To continue to review procedures for monitoring and evaluating performance, both in teaching and learning.
- To use assessment to inform planning and provide personalised learning.
- To create an environment conducive to stimulating learning.
- To allow for flexibility in the curriculum to acknowledge pupils' individuality through a creative curriculum and a personalised approach to learning.

Assessment

Children are assessed as described in the Assessment Policy.

Target setting

Data gained from Teacher Assessment, formal testing three times a year with data analysis, observations throughout the year, AFL (Assessment for Learning) and APP (Assessing Pupil Progress) is analysed and used to inform the basis for future planning.

Planning

Long-term planning is in line with the National Curriculum 2014 and Guidelines for the Foundation Stage, and the school's adopted Curriculum for Jewish Studies.

Mid-term plans set out in more detail including the objectives and key skills to be taught that term. Key topics are used as the basis for thematic teaching and learning. These are kept on the "common drive" of the network system in a folder, entitled "Thematic planning". Short-term plans are individual to each member of staff but take into account differentiated work for the different groups of children within each class, outline support provided by other adults and provide details of the resources to be used.

Effective learning
We acknowledge that people learn in many different ways, and when planning activities, we take into account these different forms of intelligence ensuring wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in: -
- Knowing you have succeeded
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

We encourage independence in our children: to take responsibility for their own learning, to be involved in reviewing and reflecting about how they learn and to consider what helps them learn and what makes it difficult for them to learn.

Effective teaching
Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

For effective teaching to take place there are a number of elements that we feel are necessary. However we realise it is not possible to contain them all in every lesson.

- A clear learning objective shared with the children
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson.
- Appropriate challenge for all children
- Teacher modelling
- Good questioning (see Bloom's taxonomy in Appendix 1)
- Interaction between teacher/adult and pupil and pupil and pupil
- Pace
- Appropriate and readily available resources
- Enthusiastic delivery
- Fun
- Involvement of all children
- Elements of VAK
- Aspects of Assessment for Learning
- Setting SMART (Specific Measurable Attainable Relevant Timebound) learning objectives with clear success criteria
- Use of Bloom's Taxonomy for task setting (see appendix 1)

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, but never insist on a ceiling if they want to investigate further. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and Personalised Educational Plan (PEP's).

Use of Bloom's Taxonomy in planning
Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with pupils, and providing feedback on pupil work.

Target Setting
We set targets for the children in each academic year and share these targets with the children and their parents. We regularly review the progress of each child to ensure they are on track to achieve their targets and to provide extra support in the form of more challenge or extra support in specific areas if required.

Behaviour
Each of our teachers establishes 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 follow the 'Golden Rules' and expect all children to comply with these rules. The Golden Rules are revisited regularly with the aim of promoting the best learning opportunities for all. We praise children for their efforts and provide opportunities to earn 'Extra Play' (Golden Time). We believe this helps 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 ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Then we meet with the Education Visits Co-ordinator to discuss Risk Assessment and complete the relevant paper work.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

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.

The Learning Environment
All areas and resources of the school including the classrooms are clearly labelled. Children are made aware of these resource areas at the beginning of each year. The learning environment is organised to ensure that the children have the opportunity to learn in different ways. These include: -

- Regular use of ICT including interactive white boards, cameras, Visualizers and computers, including iPads.
- Investigation and problem solving.
- Self research and discovery.
- Group work.
- Paired work.
- Target groups in Literacy and Numeracy.
- Independent work.
- Rapid Response interventions on a fortnightly basis (see Appendix 2).
- Whole-class work.
- Regular opportunities to be able to ask and answer questions.
- Access to new technologies.
- Fieldwork, including our Outside Education Area which is timetabled with support on a half- termly basis, also visits to places of educational interest.
- Visitors in school to enhance topic work.
- Thematic approach to topics.
- Access to visual literacy and a range of auditory resources allowing children the opportunity to provide personal responses.
- To plan opportunities for debates, role-play and oral presentations such as 'Top Talker'.
- Opportunities for design technology.
- Participation in a variety of physical activities including swimming.
- In PSCHE we align our teaching with the Sedra portion of the week, as well as the Key Skills.

Learning takes place in an Environment which is:
- Challenging and stimulating
- Peaceful and calm
- Happy and organised
- Well resourced and readily accessible
- Encouraging and appreciative
- Welcoming
- Provides equal opportunities

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied and processes used. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a wide range of resources including an interactive whiteboard and a visuliser. We believe that a calm environment sets the climate for learning and promotes independent use of resources and high-quality work by the children.

<u>Resources</u>
Teachers and additional school staff are the major resource for teaching and learning. To support this, all members of staff undertake courses and INSET to maintain the highest standard of teaching and support.
Pupil records are passed on to their next class teacher, together with any SEN information. This ensures continuity.
Provision of material resources is regularly monitored for accessibility, usefulness, quality and safety.

Curriculum enrichment

We pride ourselves on providing pupils with broader experiences, by planning a range of visits and inviting different people into school. Throughout the year there are various opportunities for the children to take part in, including sport, music, dance and learning Ivrit. In collaboration with the PTA we plan special themed events such as 'The Year of Culture" to allow children to enjoy themselves away from usual constraints of a timetable and class room, these are appreciated by all involved.

We have made links with many outside agencies including Moseley Tennis club, Birmingham Royal Ballet, Bishop Challenor Secondary, Camp Hill Boys and Girls School Grammar Schools who fully support our enrichment programme.

The role of parents

The school recognises the importance of parents and other adults in the teaching and learning process and positively seeks to develop a home-school partnership.
To achieve this, the school has developed the following:

- A Home-School Agreement.
- Weekly newsletters – giving up-to-date information.
- Opportunities for parents to work with pupils in school.
- Presentations to parents on both curriculum and other matters.
- Regular curriculum forecasts.
- Termly Parents' Evenings, the first to include the exchange of information and the others to discuss progress.
- An induction morning/afternoon each July for new Nursery and Reception pupils.
- Annual written reports to parents.
- Mid-year written reports to parents.
- Opportunities for parents to discuss any aspect of their child's education or welfare.
- Encouraging parents to the annual "Meet the Governors" event.
- Continue to encourage an active Parents' Teachers' Association, to support the school.
- Home readers.
- In Foundation stage and year 1 the teacher sends a bear home. Children with parent support write a diary and send in photographs.
- Nursery hold a weekly library session.
- Interaction on a weekly basis using the School Planners as a means of communicating, which are given to children in Years 1-6.
- School blogs, year group blogs and subject blogs on the school website.

Monitoring of Teaching and Learning

The monitoring of teaching and learning is a continuous process. Planning is checked, lessons are observed, pupils are interviewed and work is examined. Feedback is given and action is taken where appropriate. Information gathered forms the basis for staff meetings, INSET and the SDP. Our School Improvement Partner monitors various aspects of teaching and learning in school. OFSTED inspectors also monitor teaching and learning in schools, as part of the planned programme of inspection.
We review the monitoring process regularly taking into account new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Appendix 1

Using Bloom's Taxonomy
Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain is further divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

Level	Level Attributes	Keywords	Questions
1: Knowledge	Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select	What is …? How is …? Where is …? When did _____ happen? How did _____ happen? How would you explain …? Why did …? How would you describe …? When did …? Can you recall …? How would you show …? Can you select …? Who were the main …? Can you list three …? Which one …? Who was …?
Level 2: Comprehension	Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify	How would you classify the type of …? How would you compare …? contrast …? Will you state or interpret in your own words …? How would you rephrase the meaning …? What facts or ideas show …? What is the main idea of …? Which statements support …? Can you explain what is happening . . . what is meant . . .? What can you say about …? Which is the best answer …? How would you summarize …?
3: Application	Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify	How would you use …? What examples can you find to …? How would you solve _____ using what you have learned …? How would you organize _____ to show …? How would you show your understanding of …? What approach would you use to …? How would you apply what you learned to develop …? What other way would you plan to …? What would result if …? Can you make use of the facts to …? What elements would you choose to change …? What facts would you select to show …? What questions would you ask in an interview with …?

4: Analysis	Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.	analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion	What are the parts or features of …? How is _____ related to …? Why do you think …? What is the theme …? What motive is there …? Can you list the parts …? What inference can you make …? What conclusions can you draw …? How would you classify …? How would you categorize …? Can you identify the difference parts …? What evidence can you find …? What is the relationship between …? Can you make a distinction between …? What is the function of …? What ideas justify …?
5: Synthesis	Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change	What changes would you make to solve …? How would you improve …? What would happen if …? Can you elaborate on the reason …? Can you propose an alternative …? Can you invent …? How would you adapt _____ to create a different …? How could you change (modify) the plot (plan) …? What could be done to minimize (maximize) …? What way would you design …? What could be combined to improve (change) …? Suppose you could _____ what would you do …? How would you test …? Can you formulate a theory for …? Can you predict the outcome if …? How would you estimate the results for …? What facts can you compile …? Can you construct a model that would change …? Can you think of an original way for the …?

| 6: Evaluation | Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. | award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, ,support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct | Do you agree with the actions ...? with the outcomes ...? What is your opinion of ...? How would you prove ...? disprove ...? Can you assess the value or importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritize ...? What judgment would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...? What data was used to make the conclusion ...? Why was it better that ...? How would you prioritize the facts ...? How would you compare the ideas ...? people ...? |

Appendix 2

Rapid Response Intervention   Date:_____

Class:_____   Teacher:_____

Senior manager review, sign and date:_____

Name of child	Objective and reason	Rapid response intervention, including: 1. Timing 2. Person to deliver activity	Impact (to be completed after intervention) Next steps
Fiona	Recall of no. bonds to 20 absent – didn't get the vocabulary, can't recall x3 facts	1. 2 x 15 minutes w.c. 23.11.14 2. during mental starter- Shahnaz	Can demonstrate recall even and even and odd and even number bonds to 20 in 2 minutes – answering 20 questions correctly. Next steps - work on using and applying in class