

Jesse Gray Primary Teaching and Learning Policy



Head Teacher Signature:	
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Introduction

Jesse Gray Primary School is a school that keeps teaching and learning at the heart of all we do. Focusing clearly on what the children need, how they learn and how they develop as individuals. We ensure that they are nurtured, academically and emotionally. It's not only about the quality of their work but the quality of their character. That's why we ensure our Jesse Gray values are the golden thread, in everything we do. Our values are:

Respect, Honesty, Fairness, Resilience, Positivity, Loyalty, Caring. Patience, Empathy, Responsibility, Integrity.

We ensure that our children are very happy and secure at school and the ethos of putting children first is reflected in every aspect of our day to day practice. Our vision being:

InspireAchieve, Challenge and Enjoy.

Through our teaching, we equip children with the necessary skills and values to make them lifelong learners, and to be valued members of the communities in which they live. We acknowledge and celebrate the fact that each of our children is different, and that they all learn in different ways.

We intend to provide excellent teaching, to enable our children to access outstanding learning. At our school we will provide a rich learning environment, a varied curriculum breadth, depth, balance, and strive to offer the very best educational start for every child. Our SIP ensures that the focus is on the quality of teaching and demonstrates that we are embedding a culture in which we can all improve.

Effective lesson planning and curriculum design

Teachers will demonstrate deep knowledge and understanding of the subjects they teach. They will use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They will identify pupils' common misconceptions and act to ensure they are corrected. They will adopt a Rosenshine approach to the quality of instruction as well as employing the 6 components of excellent teaching.

Teachers will plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well. They will manage pupils' behaviour effectively with reference to our Behaviour Policy.

Teachers will provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They will introduce subject content progressively and constantly demand more of pupils. Teachers will identify and support any pupil who is falling behind with immediate intervention, and will facilitate catch up.

At Jesse Gray Primary School, high quality teaching and learning is embedded by being a research focused school, ensuring:

- Pedagogy and our curriculum are part of a cycle of continuous reflection and improvement following tried and tested scholars including Ron Berger (Ethic of Excellence) and Barak Rosenshine (2011 Quality of Instructional Practices).
- A Maths Mastery approach is used for the teaching of mathematics across the school.
- Monster Phonics is our Synthetic Phonics approach used in FS2 and KS1.

- Thoughtfully planned lesson design with sharp, focused objectives, relevant to our context
- High expectations of pupil involvement and engagement with their learning
- High levels of interaction for all pupils; staff to pupils, pupils to pupils.
- Teachers and pupils questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups
- An expectation that pupils will accept responsibility for their own learning, work independently and produce work to the best of their ability. See Appendix for our Remote Learning Offer
- Praise and encouragement to motivate pupils further
- Seesaw is used as an interactive teaching tool.

Teaching demands a wide range of skills. At Jesse Gray Primary School there is an expectation that the following strategies are implemented by teachers to enable all children to succeed.

Teaching staff will:

- Ensure high quality teaching for all children, delivered by the class teacher (Wave 1 provision)
- Strive to ensure they have excellent subject knowledge and understanding
- Be proactive at managing their own CPD to make sure they have an understanding of and interest in how children learn
- Use questioning effectively to establish the level of understanding and extend it
- Make links to previous lessons so that the past learning is extended and built upon
- Ensure misconceptions are identified and addressed quickly
- Plan tasks which challenge, secure mastery and support all children
- Ensure that all children have equal access to support and both independent and adult led learning opportunities throughout the week
- Ensure good quality resources are available for pupils to use
- Have high behaviour expectations of all pupils at all times.
- Use time in lessons effectively to promote progress
- Identify barriers to learning and put strategies on place to overcome them
- Create a learning environment in which pupils listen attentively and apply themselves fully to tasks given
- Manage the classroom environment in a way that promotes learning and independence.

Jesse Gray is a Dyslexia Friendly School; this allows us to not only meet the needs of children with dyslexia but other pupils within the school; evidence suggests that more children benefit when dyslexia friendly approaches are used throughout the school. All teaching and support staff have received in-school training on dyslexia. We aim to ensure that our school is 'dyslexia friendly' by using a variety of teaching styles and resources.

Early Years Foundation Stage

Children in Foundation Stage follow the play based Early Years Foundation Stage curriculum. Children access a broad range of areas of provision, inside and outside. Teaching is tailored to the interests of children and in some cases is project based. All practitioners in

Foundation Stage take on the roles of teacher, facilitator and assessor, engaging which children in their play in order to move learning on.

KS1 and KS2

All children follow the National Curriculum 2014 in Key Stages 1 and 2.

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- Teaching across the school will build on previous learning
- It will give pupils the “big picture” of the lesson and ensure they understand why the lesson is important
- The teacher will share the learning objectives and children should help determine success criteria for the lesson
- Lessons will be presented in a range of styles
- Opportunities for self-initiated learning will be encouraged
- Lessons will allow opportunities for the pupils to build up their understanding through various activities and opportunities to talk about their learning with their peers
- Teaching will afford children opportunities to review what has been learned.
- Teaching will indicate what the next steps in learning will be.
- Year 1 continue with a Continuous Provision approach to learning to provide a seamless transition from FS2 to KS1

Thorough planning which is tailored to need enables all pupils to make progress in every session. Long and medium term plans are crafted to ensure full coverage of the National Curriculum. Short term plans are flexible and responsive. They are adapted according to pupils’ prior understanding and are designed to build on previous learning.

Although pupils move through the curriculum at broadly the same pace some will require support and others greater challenge. The aim of the teacher is to design learning experiences that enable as many pupils as possible to master the concepts and skills being taught and apply them confidently.

When pupils encounter barriers to their learning and fall behind the teacher will first intervene and if further support is needed will discuss the pupil’s needs with the Inclusion Manager or Deputy Head. A short term intervention may then be put in place for the pupil to access in addition to the usual core teaching.

We offer children in receipt of the Pupil Premium the following promise:

The Pupil Premium Promise - that all children who qualify for the Pupil Premium will have access to one to one or small group intervention in an area of learning or pastoral support which will aim to accelerate their rate of progress no matter what their academic starting point.

Our Curriculum

The school's vision for delivering its curriculum is summed up in four words:

Inspire Achieve Challenge Enjoy

We intend to deliver a learning journey beyond the National Curriculum that reflects the shared cultures, interests and aspirations of our community.

The above is implemented through clear, progressive subject frameworks underpinned by our school values.

Respect **Honesty** **Fairness** **Resilience** **Positivity**
Loyalty **Caring** **Patience** **Empathy** **Responsibility**
Integrity

These values and frameworks are applied to our learners through research based pedagogy.

The impact of our curriculum can be measured against the four words in our vision in many ways, as our children engage with Jesse Gray Primary School being inspired, achieving, being challenged and enjoying their learning.

Skills and knowledge for foundation subjects are taught with links to different areas to ensure a purpose to learning. Our yearly plan is devised as a whole teaching team. Science is linked where possible but it is also taught as a discrete subject.

Every opportunity to enhance the curriculum is seized and a programme of enrichment, whole school events, is planned each year. (See long term plan).

Health and Safety Considerations

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. In so doing, we follow the Nottinghamshire County Council's guidance on Off-Site visits. Staff complete detailed risk assessments electronically (EVOLVE) which are authorised by the Head teacher.

Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to reflect and worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. Most assemblies are based on the Jesse Gray Values against a background of British Values.

Sex and Relationships Education

RSE is delivered as part of a planned programme, taught in a safe and supportive atmosphere, aiming for all pupils to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed. The scheme of work is delivered through a range of subjects, such as PSHE, Science and RE, and is taught by classroom teachers and teaching assistants across the school (FS2 through to Year 6). In order to involve all children in the teaching of RSE, it is delivered using a range of mediums. This includes discussion, case studies/problem pages, videos, and a wide range of pictorial resources.

Using knowledge of pupils' understanding to achieve excellent progress

Teachers will check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Teachers will provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills.

- Learning objectives and individual or group targets will be made explicit and shared with the pupils.
- Success criteria will be known by the pupils in every session.
- Self and peer assessment will be used against the success criteria.
- Pupils are to be engaged in their learning and receive immediate feedback on their progress.
- Marking and feedback will move learning forward (See Marking and Feedback Policy March 2023)

Assessment

Sonar is used as an ongoing assessment tool which enables teachers to track pupils' progress against individual objectives. This then leads into planning for further teaching.

Summative assessment opportunities are used throughout the year and data is entered into the Sonar system. Rigorous analysis of this data is then undertaken and the outcomes acted upon.

Please see the Jesse Gray Assessment Policy for more details

Homework

Teachers use a variety of approaches to homework to support learning

- Weekly Spellings
- TT Rockstars
- Reading
- SATs Preparation

We inform parents about what and how their children are learning by:

- Holding curriculum evenings to explain our school strategies for teaching the National Curriculum;
- Updating the website at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- Holding parents' evenings which provide an opportunity to discuss progress children are making
- Parent use Seesaw to communicate with teachers and will receive an immediate response. Children's work is also shared on this platform.
- Inviting parents in discussions about academic and pastoral interventions and their impact.

The role of parents in their child's learning

Parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Ensure that their child is supported with homework activities which consolidate learning (see appendices – Home Learning)
- Inform us of their child's interests and capabilities
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school; promote a positive attitude towards school and learning in general;
- Ensure that emergency contact details are up to date and accurate.
- Provide support for the discipline within the school and for the teacher's role
- Participate in discussions, with teachers concerning their child's progress and attainment.

The role of the child

We give all children the responsibility to:

- Uphold the school and British values.
- Participate as fully as possible in the learning opportunities and help other children to do the same
- Be organised bringing necessary kit, taking letters home promptly, returning reading books regularly
- Work hard and try his/her best
- Behave appropriately in school according to Jesse Gray's Behaviour Policy
- Be polite and helpful to other pupils and adults in school
- Come to school regularly and be on time
- Talk at home about what he/she has learnt at school
- Take good care of the school environment
- Complete homework regularly and bring it back to school
- Wear the correct school uniform
- Tell the teacher, TA or an adult at home if he/she finds any aspect of school difficult.

Celebrating diversity and showing respect.

At Jesse Gray we celebrate diversity and show this within our curriculum planning.

In PSHE we follow the PSHE Association planning which is all inclusive, promotes tolerance and celebrates diversity. PSHE is taught weekly as a discrete subject.

RE is also taught as a discrete subject and enhances the children's understanding of communities outside their current experience. We base our curriculum on the Nottinghamshire's agreed syllabus.

All members of staff will expect children to show respect to each other and to adults they encounter. They will be quick to challenge any behaviour that does not meet the high standards of the school. (See Behaviour and Discipline Policy)

Appendix

Jesse Gray Remote Learning Offer

Our Remote Learning Provision will become active 24 hours after the closure. This allows staff time to prepare for Remote Learning.

Our remote learning platform is Seesaw.

Children use this platform within the school week to access learning so engaging at home should be seamless.

Parents already engage with Seesaw to see evidence of learning in school and receive communication from teachers.

Children will be issued with individual logins for Seesaw as quickly as possible in the event of a closure. A Home School Learning Grid will be uploaded to Seesaw for each class as soon as possible once a closure has been announced. This timetable will be explicit and identify timings of 'live' activities for the class to attend through Zoom.

We will provide lessons through a mixture of 'Live' lessons, recorded lessons and written lessons. These will be detailed on the Home School Learning Grid.

Our Daily Offer

- Each class will receive 1x daily 'live' zoom session. This will be a general catch up including e.g. a story/game/chat. Links for all Zoom sessions will be on the Home Learning Grid.
- 1 x English teaching video
- 1 x Maths teaching video
- Foundation subjects
- 1x PSHE activity each week

All work submitted onto Seesaw will be marked (liked) by the teacher as soon as possible with at least 2x comment based/next step comments which will require a response by a child.