

# Teaching and Learning Policy



**Moreland Primary School**

## Moreland Primary School and Children’s Centre Teaching and Learning Policy

### Mission Statement:

“Reaching higher than I dreamed,  
Becoming the person that I can really be,  
Doing the best that I can,  
For the world and for me!”

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## 1. Aims

This policy, has been created by and agreed upon by the teaching staff and Governing Body

At Moreland Primary School and Children's Centre we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject and curriculum policies and links closely with policies on Equal opportunities, British Values, Inclusion, Racial Equality, More Able & Talented, EAL, SEN, Behaviour and Discipline and Staff Development.

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

## 2. Our guiding principles

Learning is the purpose of the whole school and is a shared commitment. At Moreland Primary School and Children's Centre we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a compassionate, supportive, positive, healthy, caring and safe environment, in which children can develop their sense of self, make mistakes and explore and have access to the support they need to succeed.
- support children's wellbeing through modelling and teaching emotional literacy and self-regulation, an understanding of how their brain works and how to manage the emotions they experience enabling children to develop self-esteem, self-worth, positive emotional well-being and be empathetic to other people.
- create a school culture which has high expectations and values all members of the school community; where everyone is compassionate, shows respect for others, values difference and diversity, has a sense of belonging and is able to work collaboratively
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements; so that all pupils are aspirational for themselves, have a sense of their own potential and know how they can succeed in what they want to achieve
- challenge and overcome barriers caused by inequality through a culturally expansive curriculum; that promotes children developing a love of the arts and finding pleasure in creating and experiencing different art forms and provides opportunities to build cultural capital through multiple and diverse experiences of museums, galleries, theatres, concerts and exhibitions;

- ensure children can develop as competent learners, who are literate and numerate, digitally and technologically literate, are able to think critically and creatively and have the skills to find things out, ask questions, solve problems, reason, analyse and debate within a broad, balanced, exciting and challenging curriculum, that is relevant to their lives, reflects and celebrates their cultural background, broadens their horizons and is rooted in first hand experiences;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding; that encourages them to be curious, have a thirst for knowledge, make connections between things they have learnt about and apply their learning in different contexts;
- develop individuals with resilience, grit, determination and a positive Growth Mindset who have the confidence and capacity to learn and work independently and collaboratively;
- develop confidence and pride in their achievements through the chance to perform, exhibit and share their learning with a range of audiences through concerts, exhibitions, dramatic productions, social media, inter-school competitions and publishing their work;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world; develop an understanding of the challenges and opportunities of global citizenship in the 21<sup>st</sup> century including responsible use of technology and environmental sustainability;
- provide opportunities for children to take part in democratic processes and express their views in a meaningful way that is listened to and has influence on decision making; encouraging children to become active and responsible citizens, with the tools to participate in a democratic society and contribute positively to the community and society.
- provide regular time to learn and be outside, experience natural environments and visit green spaces including Forest School; to build in children, a love of and respect for nature, a desire to spend time in natural environments and a sense of responsibility and care for our planet.
- develop over-arching and enduring values of compassion, empathy, respect, responsibility, honesty, aspiration, equality, integrity, tolerance, fairness and trust;

As a school, we are committed to our mission statement – “Reaching higher than I dreamed, becoming the person that I can really be, doing the best that I can for the world and for me!”

## Ethos

We are committed to creating a learning culture where every child succeeds as we provide an inclusive education within a culture of high expectations. We endeavour to build on what children already know, making learning an enjoyable, valuable and challenging experience. Our school ‘family’ works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person is valued, which enables them to achieve their maximum potential. We are committed to enriching the learning experience by creating and promoting learning skills across the curriculum. The school’s vision includes enabling children to become ‘Learners for Life’, which is an integral part of all that we do.

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child is ready to learn and can produce his or her best work;

- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and respectful environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Demonstrate a Growth Mindset
- Recognise that all learners make mistakes and mistakes can help us learn

### 3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

### 3.1 All Staff

All staff at our school will:

- Meet the expectations laid out in the Staff Code of Conduct and Staff Handbook.
- Actively promote and reflect the school's vision and ethos and follow policies, practices and routines.
- Be effective role models for the children at all times, being respectful and expecting respectful behaviour in return and demonstrating fairness.
- Embrace "Learning for Life" through a willingness to learn and develop personally and professionally.
- Present a professional attitude, communicating effectively and politely with children parents and colleagues.
- Listen to and respect the views and opinions of others, recognise differences in life experience and how this can influence and impact on someone's identity, emotions and responses.
- Work co-operatively with everyone in the school community and be supportive of each other.
- Have high expectations and aspirations for all; challenging children and seeking at all times to overcome barriers and support children to reach their full potential and achieve well.
- Demonstrate a positive attitude and create a working environment which will motivate and excite children to learn; provide opportunities for children to develop independence, understand how to learn effectively, regulate their emotions, overcome difficulties and celebrate their success.
- Value equality in learning and opportunity and do everything in their power to ensure children are included, feel a sense of belonging, are represented, are able to see themselves reflected in the curriculum and have opportunities to express themselves.
- Recognise the importance of personal and collective well-being and support each other to maintain a healthy work life balance.

### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#).
- Actively engage parents/carers in their child's learning via Class Dojo, the school newsletter, weekly posts on the school website class page, pupil led class presentations and parent workshops, open mornings and class museums including clearly communicating the purpose of home learning.
- Update parents/carers on pupils' progress twice a year at Parent's Evening or termly through SEND review meetings for children on the SEND Register and produce an annual written report on their child's progress
- Meet the expectations set out in the SEND policy, inclusion policy, equalities statement, more able policy, behaviour and discipline policy, feedback and (no)marking policy, EYFS planning, assessing and recording policy, book expectations and planning expectations documents and display policy
- Follow the school's vision, policies, practices, routines, curriculum documents and schemes of work.

### 3.1 Support Staff

Support staff at our school will:

- Know pupils well and scaffold learning to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities

- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Deliver any intervention programmes regularly as instructed
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

### 3.3 Subject/phase leaders

Subject and phase leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Plan their subject to allow for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate secure understanding – know and remember more
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in relevant teaching and learning, curriculum and subject policies

### 3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning through fair and collaborative monitoring and assessment strategies that focus on how to improve and develop professionally/ as learners.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Establish systems of collective and devolved leadership that engage all members of the school community in leadership, goal setting and school improvement
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

- Promote team working at all levels, for example by establishing systems of peer support, learning partnerships (e.g. lesson study, coaching, mentoring) and working groups.
- Address underachievement and intervene promptly through identifying barriers and areas of need, providing support, planning for improvement and building on and utilising strengths in the school community.
  - Meet the expectations set out in relevant policies including staff well-being, staff performance and appraisal, capability, SEND policy, inclusion policy, equalities statement, more able policy, behaviour and discipline policy, feedback and (no)marking policy, EYFS planning, assessing and recording policy, book expectations and planning expectations documents and display policy.

### 3.5 Pupils

Pupils at our school will:

- Try their hardest to learn to regulate and understand their emotions, being willing to reflect on how they are feeling and behaving how this impacts on others, take responsibility for their actions and work towards reconciliation following conflict situations.
- Try to be their “best self”.
- Take responsibility for their own learning, and support the learning of others, working collaboratively.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Use the Internet and social media appropriately and safely, according to the ICT user agreement.
- Attend school and lessons on time and be ready to learn
- Be curious, ambitious, engaged and confident learners
- Know what they are learning and how to achieve this
- Ask for help if they need it and help others
- Know how they can be effective learners and demonstrate this in their learning
- Try hard and put maximum effort and focus into their work
- Complete home learning activities as required
- Demonstrate a growth mindset, persevere, see mistakes as learning opportunities and be resilient learners
- Respect and value other people’s experiences, views, backgrounds, culture and beliefs
- Show care and concern for everyone at school and help care for the classroom, school environment and school animals
- Tell a trusted adult if they have any worries or concerns or they don’t feel safe.
- Respect and promote the rights of themselves and others including learning about the protected characteristics, recognising and challenging any forms of unfairness and discrimination.
- Be aspirational for themselves and others and know how to set personal goals and work towards them.
- Follow the Moreland Way and be Ready, Respectful and Safe at all times

### 3.6 Parents and carers

We appreciate and embrace community, collaborative and independent learning and seek every opportunity to work with families.

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner and show an interest in what they have been learning, talking to them about it and attending events where learning is shared and children's performances/ exhibitions.
- Make sure their child is on time, ready and able to learn every day including having had a healthy breakfast or attended the school free breakfast club and going to bed at an age appropriate time.
- Ensure children wear correct school uniform, have PE kit and bring their book bag to school everyday
- Support good attendance
- Collect children promptly at the end of the day and after boosters, clubs and trips
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning and support children to complete and hand in their homework
- Know who to go to if they need help or support
- Keep up to date with school news and events through parent mail, the school website and the school newsletter
- Monitor their child's use of the internet and social media to ensure they are accessing suitable, age appropriate content
- Make others feel welcome in the school community and be respectful to all members of the school community at all times
- Abide by the Parent and Carer Conduct in School Policy and the Home – School agreement.

### 3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Have a clear understanding of school improvement priorities linked to teaching and learning and monitor progress towards these
- Attend relevant training that supports them to effectively carry out these responsibilities.
- Fulfil link Governor curriculum roles through meeting with senior and subject leaders, talking to pupils and providing support and challenge in their identified area.
- Actively participate in the wider learning culture of the school through Governor visits, attending events and performances and keeping abreast of school news and activities through the school newsletter, school website and social media

### 3.8 Community Partners

The community is invited to support the school by:

- contributing to and running activities, such as Dream Catcher and other assemblies, specialist outings, workshops, visits to workplaces clubs, etc;
- presenting themselves as positive role models to be emulated and providing careers information and aspiration;

- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events; voluntarily helping in the classroom.
- sponsoring curriculum enrichment activities such as trips, clubs, resources etc.
- working with children on community projects and student leadership activities

## 4. Curriculum

### 4.1 Curriculum

At Moreland our aim is to provide the very best education and the most exciting opportunities to inspire our children. The curriculum we offer is bespoke and is based upon our 'Learning for Life' vision which is central to every decision we make.

Our inspiring curriculum is all about developing creative, critical thinkers with access to rich embedded knowledge who are equipped with the confidence, ability and desire to make the world a better place. Children are given opportunities to develop their knowledge, understanding and skills through:

- A foundation of solid reading, writing mathematical and digital literacy knowledge, understanding and skills that enables children to fully access the broad curriculum and have the skills they need for the next stage in their education.
- A well planned and sequenced curriculum that ensures children leave primary school having covered all aspects of the National Curriculum with the embedded disciplinary knowledge and skills necessary to be successful at Secondary school.
- An understanding of global citizenship in the 21st century including ecological awareness and responsibility, British values, consideration and respect for others, seeing things from a different point of view, understanding equality, rights and responsibilities and positive use of technology that helps develop a clear sense of social responsibility.
- Building aspiration and effective learning characteristics including learning for life, exposure to jobs and careers and experiences of the working world, opportunities beyond everyday life for all children, developing a Growth Mindset, resilience and confidence, the ability to self-regulate and an understanding of metacognitive strategies (learning to learn), active and enquiry led learning at the heart of the curriculum with opportunities to think, discuss, ask questions, be creative and solve problems in all subjects.
- Developing social and emotional intelligence through a comprehensive personal development curriculum that teaches our children to be kind, respectful, considerate and empathetic, helping them learn about their own feelings and those of others and giving them the skills they need to be emotionally literate, self-aware, safe and mentally well.
- Equality of access to the arts and nourishing creativity including a culturally rich curriculum with creativity at its heart, making the most of London on our doorstep, creative partnerships that enrich the curriculum, nurturing creative expression in all its forms and all children learning an instrument and performing regularly.
- Access to nature including Forest school for all, regular learning outside the classroom, residential trips and the opportunity to complete the National Trust's 50 things to do before you are 11 ¾

We use adults within the school, in the community and beyond and children as role models to capture interest and show what is possible with focus and hard work. We work with parents and families to enhance our curriculum and 'learning for Life' so dreams really can come true!

## 4.2 Curriculum Schemes of Work and Planning

### 4.2.1 Core Subjects

#### English:

The teaching of English is at the heart of our learning and teaching and is essential to every area of the curriculum. We aim to develop a child's love of reading through widespread reading for enjoyment. We promote and encourage children to discover the value of strong communication skills and the importance of reading and writing in all aspects of their futures.

In the EYFS, children are exposed to Literacy right from the start through sharing books with adults, listening to, learning and performing nursery rhymes, songs and stories. We recognize that literacy skills are dependent on communication skills and there is a strong focus on the development of listening and attention, understanding and speaking. Children who have delayed language skills are identified early and additional support is put in place to help them to catch up. The EYFS environment offers a literacy rich environment promoting engagement with reading and writing across the curriculum both inside and outside. Systematic phonics teaching is introduced from Reception through the Little Wandle Phonics Programme and children are supported in developing their reading skills using books that are matched to their phonic knowledge. Nursery children use the Little Wandle Foundations programme augmented by other early reading activities. Children are given opportunities to develop their gross and fine motor skills in preparation for writing from the Baby Room upwards. There are numerous activities and resources that promote mark making and when ready children are introduced to letter formation through direct teaching of handwriting. A love of writing is promoted through giving children opportunities to write for a variety of purposes throughout the environment. In Reception more structured activities support children's writing development alongside these other opportunities.

In Early Years and Key Stage 1 we use a Talk for Writing approach to teach English using texts that link to the class topic. Throughout Key Stage 2 Literacy is taught through a Whole Book Approach. This is an immersive approach to teaching English, allowing for connections to be made to all other areas of the English curriculum. Each year group is taught via class novels/books that are used by the class teacher to underpin the teaching of all aspects of English – speaking, listening, reading and writing. This allows children to study a genre for deeper understanding before applying their knowledge to create their own written pieces. The book will be linked to other curriculum subjects to foster a cross-curricula approach to learning. English is taught 4 days a week.

#### Phonics:

We place a strong emphasis on phonics teaching from Nursery to Year 2 because we believe this lays the foundations for successful reading. Teachers follow the Little Wandle Phonics scheme to deliver the learning. Phonics is taught every morning in these classes. Children are regularly assessed for progress to ensure all children are continuously taught to their individual needs. Children in KS2 who did not pass their phonics screening at the end of KS1 are given additional phonics support. Phonics is taught daily in Nursery to Year 2. Children still receiving phonics in Year 3 to 6 receive catch up sessions three times per week.

All children from Nursery to Year 2 take home or access online a decodable reading book appropriate to their needs and matched to their progression through the phonics scheme to practise their reading at home with parents and family. This also applies to children in Years 3 – 6 who need additional reading support.

#### Daily Supported Reading:

In Year 2, Year 1 and Reception we use the Little Wandle Reading Programme alongside phonics for teaching reading.. Children read in ability groups 3 times a week with an adult using phonetically decodable reading books from the Little Wandle phonics scheme matched to their developing phonic knowledge. This instils good reading routines and practise from a young age and helps all children increase their enjoyment and maximize their progress in reading.

#### Whole Class Reading:

All children from Years 2-6 have a Whole Class Reading lesson four times a week. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher and their peers using a rich range of stories, poems and non-fiction. Children are exposed to texts with challenging or new vocabulary and words they would rarely hear or use in everyday speech. Whole class reading is based primarily on the English Core text but also includes other poetry, fiction and non-fiction texts linked to learning in History, Geography, Science, Global Citizenship and Science.

#### Spelling:

We use the No Nonsense Spelling Scheme to teach spelling. Children are given weekly spellings to practice at home from the appropriate year group National Curriculum Spelling lists.

#### Handwriting:

The school teaches handwriting using the Letterjoin scheme which children can also access at home.

Spelling and handwriting are taught three times per week on rotation.

More information can be found in the Curriculum Statement for English, including approaches to teaching Reading, Writing, Spelling and Handwriting

#### Maths:

At Moreland we want our children to receive a high quality mathematics education that ensures all pupils are fluent in the fundamentals of mathematics, have the ability to reason mathematically and can apply their knowledge and understanding to solve problems. We also want them to have an appreciation of the power of mathematics and a sense of fun and curiosity about the subject.

In Nursery we have developed our own scheme based on the NCETM Early Years progression in combination with White Rose resources and in Reception we use the NCETM Mastering Number for teaching number and White Rose Maths to teach Shape, Space and Measure. In Years 1-6 we follow White Rose as a mastery approach to teaching maths. White Rose Maths - our chosen Maths scheme - uses accessible workbooks to introduce concepts in a highly scaffolded way through concrete, pictorial and abstract learning. It also provides children with many opportunities to develop their reasoning and problem solving skills. This enables children to develop critical thinking skills, make mathematical connections and become confident mathematicians. Maths is taught daily with 1 lesson per week focusing on number fluency..

In order to support children to develop mathematical fluency, children receive regular times tables practice at school and home using Times Tables Rock Stars. All maths lessons start with a 'Flashback 4' calculation practice including a daily word problem. This enables daily retrieval practice and consolidation of key skills. Children in Year 1 and 2 follow the NCETM Mastering Number programme which consists of a short maths fluency session 4 times per week

## Science:

In the EYFS Science is covered in the 'Understanding the World' area of the EYFS Curriculum. It is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

During their first years at school our children will explore creatures, people, plants and objects in their natural environments. They will observe and manipulate objects and materials to identify differences and similarities. They will also learn to use their senses noticing and describing what they see, feel, smell, touch and taste. They will make observations of animals and plants and explain why some things occur and talk about changes. Children will be encouraged to ask questions about why things happen and how things work. Children will also be asked questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings.

In Years 1-6 we teach Science using the Cusp Science scheme of work. We aim for children to be fully immersed in their scientific enquiry and learning and develop a sense of excitement and curiosity about Science. Science lessons are practical allowing children to work and think scientifically and children participate in experiments and investigations, answering scientific questions as part of the curriculum. Children are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts.

There are regular opportunities for children to read texts linked to Science topics during Whole Class Reading allowing children to extend their background scientific knowledge, learn about the history of scientific discovery, new scientific discoveries and applications, key figures in Science and reinforce new scientific vocabulary. Children are given opportunities to write up science experiments and scientific reports.

There are many enrichment opportunities linked to the Science Curriculum including visits to places such as The Science Museum, The Garden Classroom, , The Natural History Museum, London Zoo, City Farms, Highgate Woods and The Royal Observatory. Children also take part in science based workshops in school and share their scientific learning through a Science Fair to celebrate British Science Week. We provide children with insight into careers in STEM subjects through Dream Catcher Assemblies and links with organisations such as Inmarsat, City University, The British Antarctic Survey and 3 Discovery.

### 4.2.2 Foundation Subjects

We study the separate subject disciplines for the Foundation Subjects, however, we have a joined up approach to the curriculum for Geography, History, Art and DT (with strong links to the English curriculum also) to allow children to re-enforce their knowledge and make links in their understanding. We follow separate schemes of work for RE, PSHE, Computing, Music, and Spanish making links to other subjects where appropriate. Topics of study have been carefully selected so that there is full coverage of the National Curriculum, opportunities to explore ideas in depth, revisit and expand upon previous learning and make links between subjects. In English children study quality books, plays and poems that are chosen to deepen children's understanding of the focus topic. All units of study are built around planned practical learning opportunities such as field work, museum visits and workshops that enrich children's learning further. We take full advantage of our location in the heart of London through curriculum topics that explore the richness of London past and present and Moreland is proud to be the Museum of London's champion school. The organisation of the curriculum in this way helps knowledge to "stick", to join up learning and ensure breadth and depth in the study of all subject disciplines. All children are also taught Philosophy for Children (P4C), Global Citizenship and Emotional Literacy in addition to the National Curriculum subjects offering a broad curriculum that prepares children for life and the next stage in their learning. We use the following schemes of work:

History – Bespoke school designed scheme of work (using some Key Stage History Units)

Geography – Bespoke school designed scheme of work (using some adapted Royal Geographical Society Units and some adapted KAPOW units)

Computing – Islington scheme of work

Art – Bespoke school designed scheme of work (using some Access Art Units)

DT – Bespoke school designed scheme of work (using mostly Kapow DT Units)

Music – KS1 Jolly Music, Years 3 and 4 Jolly Music, Years 5 and 6 Kapow Music. All classes follow a bespoke school designed music appreciation scheme of work.

PE – Complete PE Scheme of Work plus intensive swimming courses in KS2 at the local swimming pool.

RE – Islington scheme of work supplemented with RE Today lesson resources

PSHE – Islington scheme of work

Spanish – Adapted Language Angels Spanish in Years 3 and 4. Bespoke school designed scheme of work in Years 5 and 6.

More detailed information can be found in the curriculum statements on the website and individual subject policies for each subject.

### 4.3 Planning

At Moreland Primary School and Children’s Centre planning takes place termly in the EYFS and half termly in KS1 and KS2, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Whole School Long Term Curriculum Plan. Lessons will be planned well to ensure good short-, medium- and long-term progress.

To support work life balance and effective use of time, teachers are not required to submit planning. However all teachers in KS1 and 2 create comprehensive slides for lessons which demonstrate the content and outcomes for each lesson. Teachers in the EYFS produce weekly Needs and Interests plans for focus children and weekly class overview plans that build on these. Plans/ lesson content is based upon previous assessment data, pupil need and subject expectation. At Moreland Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum and we currently hold the Basic Skills Quality Mark.

See our EYFS planning, assessing and recording policy for more details on our school’s teaching and learning in the early years.

### 4.4. Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one lesson. This will include:

- revisiting prior learning
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by pupils;

- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- interleaving
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.
- a balance in terms of individual, group and whole class work.
- specialist teaching from subject specialist teachers

We encourage children increasingly to take an active role in their own learning using the following strategies

- developing staff and children’s explicit knowledge of metacognition and the associated skills/ approaches to learning
- opportunities for enquiry and investigation
- children making choices on how to research, record and present their learning
- opportunities and approaches that develop thinking skills including teaching of P4C
- the use of debate across the curriculum
- child led projects including the National Gallery Take One Picture project
- active student leadership and citizenship

At Moreland, we embed metacognitive approaches across the curriculum to develop and support children’s understanding of thinking and learning. We encourage children to take an increasingly active role in their own learning using the following strategies:

- developing staff and children’s explicit knowledge of metacognition and the associated skills/ approaches to learning
- opportunities for enquiry and investigation
- children making choices on how to research, record and present their learning including through the use of thinking frames
- opportunities and approaches that develop thinking skills including teaching of P4C
- the use of debate across the curriculum
- opportunities for children to self-mark and reflect on their own learning and progress
- child led projects including the National Gallery Take One Picture project
- active student leadership and citizenship

We have identified 5 Thinking Skills that give children the means to successfully unlock learning and ensure they are prepared for the next stage of education. The 5 Thinking Skills (5 Cs) that we encourage and develop in our pupils are:

- Critical Thinking - Reflecting on and evaluating learning
- Challenge - Building resilience and staying focused
- Creativity – Trying new ideas and asking questions
- Collaboration – Working as a team and communicating
- Compassion – Understanding emotions and showing empathy

Opportunities will be made available across the curriculum to develop these skills, make links between subjects and apply skills and knowledge in different contexts. A chosen skill will be celebrated weekly in celebration assembly. Children will also receive Dojo points linked to the 5 Cs.

## 4.5 Recognising Effort and Achievement

Effort, growth mindset, achievement and excellence are celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances, Moreland's Got Talent, competitions and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' awards are given weekly to celebrate individual achievement, effort and mindset. 'Headteacher Awards' and 'Power of the Letter' are given weekly to pupils for achieving their personal best or for noticeable effort or achievement. Hot Chocolate awards are given every week to a pupil or pupils that have been identified as always being Ready, Respectful and Safe. Playground Awards are given by lunchtime staff and Teaching Assistants for excellent behaviour in the playground.

## 5. Use of Time

- Teachers should arrive by 8.30am every morning and not leave before 4.00pm. The expectation is that your classroom is set up, teaching and learning organised and marking (following the school marking policy) has been done (on the whole) ready for the day ahead.
- TA's should arrive in class by 9.00am and not leave before 3.30pm.
- There is a staff meeting for teachers after school once a week. All non-teaching staff are invited to come. There is a staff meeting for TAs, support staff and meal supervisors once a half term. At 8:40 on Monday and Thursday there is a staff briefing for all.
- Teachers receive at least 10% Planning, Presentation and Assessment time (PPA) during school hours. This is in line with Government expectations and it also ensures the work-life balance for teachers.
- Teachers should be in class ready to greet all children at 8.50.
- Teachers will teach according to their timetables which contain the correct curriculum time per subject. Lessons are well paced, and begin promptly. We will not waste time and will give tasks a time limit, as appropriate.

## 6. Learning environment

Each classroom is equipped with a basic set of resources and books appropriate to the age range. Specialist resources are stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary and it is the responsibility of staff to inform senior leaders and/ or the office staff when stocks are running low. Staff may contact subject leaders with suggestions and requests for specialist materials which may need ordering.

The school has a wealth of ICT resources including lap tops, interactive white boards, ipads, chrome books and music technology. This equipment is expensive and needs to be treated carefully. It is the responsibility of all staff to return ICT technology to the relevant storage location and ensure it is plugged in for recharging. All faults should be reported directly by staff to Platinum IT.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the protected characteristics, the cultural and linguistic diversity of our community and society, and that all pupils have equality of access. Pupils who require specialist or adapted resources to enable them to access the curriculum will be provided with them. We are an eco school and everyone in the school community should do their best to recycle, conserve resources, reduce waste and plastic usage (including only laminating resources when absolutely necessary).

When pupils are at school, learning will take place in the classrooms, group rooms, school hall, playground, the library, eco pod and forest school

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Prominent display of key vocabulary in all subjects
- Accessible resources for learning such as books, learning prompts, worksheets and other equipment
- A seating layout that allows everyone to see the board , work in pairs or small groups and actively participate
- Working walls and displays that celebrate and support pupils' learning
- Providing a calm and attractive background for learning
- In Early Years clearly defined workshop areas inside and outside that promote independence and enable children to make choices about their play and learning
- Opportunities to learn in the outdoors across the curriculum

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library and book corners are a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

At Moreland Primary School the use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas. We see our community and local area as a key resource also.

Health and Safety issues are the responsibility of all who work in the school. All issues with resources and the school environment, playgrounds or building should be reported to the Premises Manager, Assistant Premises Manager, School Business Manager or the Headteacher.

Every member of staff is expected to follow the school's health and safety expectations regarding use of ladders when putting up displays.

#### Displays:

Information on displays can be found in the Display Policy.

## 7. Scaffolding Learning and Challenge

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We expect all children to have the opportunity to be challenged in their learning and to have access to the curriculum content being taught. We will scaffold and adapt learning to cater to the needs of all of our pupils to ensure they can access the curriculum, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing additional classroom resources e.g. word banks, communication in print, writing frames, concrete maths resources, etc.

#### More Able Learners:

At Moreland we are committed to providing a stimulating, challenging and bespoke curriculum for all children which allows them to flourish. We plan our teaching and learning so that each child aspires to the highest level of individual achievement and can articulate their knowledge and understanding clearly in an age-appropriate way. This is our continual drive. The ethos of high expectations and aspirations is central for all learners including 'more able' learners and talented pupils.

We also strive to identify exceptionally more able and talented pupils and offer them 1:1 tuition/coaching and support so that they are able to flourish and achieve their full potential.

#### SEND:

If a pupil is identified as having special educational needs, their teacher and the SENCo will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required. Where provision for SEN is needed, we work with pupils and their families to plan what to do using one of the following methods:

- **Provision Mapping:** A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. This support is provided by school staff to help the child with their needs and work towards targets set by the teacher.
- **SEN Support plan:** A document containing an action plan listing the goals and provision to meet the SEN. This type of support can be provided by outside agencies who will be working on specific targets which are agreed by professionals, SENCo, teacher and parents. The plans will be reviewed termly and goals and targets updated and discussed.
- **Education Health and Care Plan (EHCP):** Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website.

More information can be found in our More Able, SEND and Inclusion policies.

## 8. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning may be made available in any of the following ways:

- In homework books
- On Class Dojo or Google Classroom
- On Tapestry in the EYFS
- Via other online platforms and websites including Atom Learning, TTRS, Bug Club, Letterjoin, LGFL, BBC Bitesize, Little Wandle/ Collins Big Cat online books

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Additional optional ideas and resources for home learning may be provided by teachers via Class Dojo, curriculum newsletters or on the school website (on subject and class pages). There is also information on E-safety available for parents and children on the School Website.

#### Reading at Home:

All children should read for a minimum of 20 minutes every day at home. Children who are still learning phonics will be provided with a decodable reading book linked to their current stage. This may be online or a book that they bring home. All other children can read a book they have chosen from the school book corner or library. The class teacher will support your child to choose a book that is at the correct level and that they will hopefully enjoy. We encourage all parents to join a local library to widen children's access to quality books. This is free. For all children and especially younger children is important that they are also read to every day by an adult or maybe an older sibling or other relative. This is also an excellent way for parents to spend quality time with their child and can be an important part of their evening routine such as a story at bedtime. Staff can advise parents on how to make the most of this time and suggest books. Alternatively quality story telling online or on television (such as CBBC Jackanory or CBEEBIES bedtime story) and audio books through apps such as Audible offer an alternative way for children to listen to stories. Staff should signpost or link parents and children to suggested appropriate content.

More information on home learning can be found in the Homework policy.

## 9. Marking and feedback

At Moreland Primary School marking and feedback is based on the following research and information:

- The Sutton Trust reports: 'effective feedback' has the biggest impact on children making additional progress (+9 months)
- John Hattie research from 50,000 studies showed that effective feedback has the biggest effect size of all variables (such as reducing class-size, ability grouping, additional adult support etc.), and can accelerate a child's progress by 1 year.
- Education Endowment Foundation (2018): teachers giving high-quality, in-the-moment feedback on learning to enable learners to improve was found to help children make up to eight months' additional progress.
- Teacher feedback, over a number of months, showed that teachers also felt immediate verbal feedback was the most effective for children.

#### Effective Feedback: What is it? (From the Sutton Trust report)

Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal. It can be about the learning activity or task itself, about the process of the task or activity, about the student's management of their own learning or their self-regulation or about them as individuals ('good girl'). Research suggests that feedback is best directed at the task itself and process level. Research suggests it should be:

- About challenging tasks or goals (rather than easy ones);
- Given sparingly (i.e. it needs to be meaningful);
- It's more important to give feedback about what is right than what is wrong;
- It's important to be as specific as you can and, if possible, compare what they are doing right now with what they have done wrong before;

- It should encourage them, and not threaten their self-esteem.

The marking and feedback policy of Moreland school works within these principles and such our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons. Therefore, the Feedback Policy is designed to ensure there is a coherent and consistent approach to how children receive feedback across the school. As such, strategies can include written marking, but will mainly be verbal feedback during the lesson.

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. Feedback at Moreland includes:

- Live verbal feedback in the lesson
- Self- checking and editing
- Self assessment including rainbow marking
- Peer marking and assessment
- Whole class marking

Marking and feedback non- negotiables at Moreland are:

- Whole class marking and use of purple pens in all subjects
- Verbal feedback will have codes used –VF by all staff
- Learning Intentions and Success Criteria will be used in all subjects
- Use of marking codes consistently applied

More information can be found in the Feedback and (no) Marking Policy.

## 10. Assessment, recording and reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning.

We track pupils' progress using a combination of formative and summative assessment in all subjects at the end of a unit of study (in all subjects except English). Reading and writing are assessed termly in English and phonics is assessed each half term. Children also complete an end of year assessment in Maths. The frequency of this depends on the length of the unit being studied. The progress of every child is discussed each term in Pupil Progress Meetings.

In the EYFS, to reduce workload in observation and assessment in line with the EYFS statutory guidance, we only complete a baseline and end of year summative assessment. At three points in the year teachers discuss and assess all pupils using formative assessment methods which are discussed at Pupil Progress meetings.

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of National Curriculum Key Stage 2 through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. In Year 4 children complete the Multiplication Tables Check. The Foundation Stage Profile is completed at the end of Reception.

Teachers moderate their assessment judgements through:

- Working with partner year group teachers
- Moderating with year group teachers within the Federation
- Discussing with phase leaders
- Attending local moderation cluster groups
- Formal moderation by the Local Authority in end of Key Stage 2 Assessments

We provide termly verbal progress reports at parents' evenings. Pupils will receive a written report annually.

More information can be found in the Assessment policy and Curriculum Handbook.

## 11. Monitoring and evaluation

We will monitor teaching and learning in our school in all subjects to make sure that all of our pupils make the best possible progress from their starting points.

Senior leaders, phase leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Talking to learners
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council and other student leaders
- Reviewing planning and lesson slides
- Half termly conferencing with all teachers (including looking at books)

Senior Leaders are visible in the school and also monitor quality and consistency in teaching and learning through informal drop ins day to day. Teachers are also encouraged to learn flexibly from and support one another through peer coaching and participating in lesson studies.

To support well being of staff all monitoring will be carried out in a supportive and respectful manner that recognises strengths and builds on these, helps staff to identify their own areas for development and strategies to address these and provides constructive support in a coaching style. This is inline with the school's focus on growth mindset and "Learning for Life" vision. Staff will be given regular professional development opportunities to support them to develop their practice and where applicable subject leader roles.

The Performance Management cycle informs teaching and learning. (See Performance and Appraisal Policy).

## 12. Criteria for Governors visiting or supporting in classes

Governors are always welcome in classrooms. It is appreciated that Governors give the class teacher some notice of when they intend to visit.

When Governors are in class-

- Any conversation with members of staff will be professional.

- Any concerns must be relayed to the Head teacher and not to the teacher or person involved.
- The Head teacher will deal with any concerns raised.

### 13. Professional development

- All full-time teachers will attend staff meetings and Inset days, with part-time teachers being encouraged to attend as much as possible.
- When appropriate, support staff will attend some of these.
- Teachers and support staff are encouraged to identify training and professional development that would help them to develop their knowledge or practice and/ or address whole school development priorities.
- Courses should largely be linked to the SIP and Performance Management targets.
- All teachers participate in working groups linked to an area of the SIP. Support staff and governors are also welcome to join these groups.
- Staff are encouraged to provide feedback from courses.
- Staff are welcome and may be asked to lead meetings and Inset days, as relevant.
- Subject Leaders are required to report to the Governors on progress of their subject each year.
- Staff are encouraged to visit other schools and generally share expertise within the school.
- Staff are expected to support colleagues and encouraged to participate in professional development opportunities within the school such as Lesson studies, peer modelling and mentoring, demonstrating lessons and coaching.
- All Early Years staff are provided with termly supervision to support professional development and Safeguarding and SEN leaders attend LBI supervision to support their roles.
- The school provides additional ITIPS reflective practice groups for staff. These are optional but staff are encouraged and supported to attend.

### 14. Review

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

### 15. Links with other policies

This policy links with the following policies and procedures:

- Behaviour and discipline policy
- Curriculum handbook
- Curriculum Policies

- Display policy
- Books and Planning Expectations
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Inclusion policy
- More Able policy
- Marking and feedback policy
- Homework Policy
- Home-school agreement
- Assessment policy
- Equality information and objectives
- Performance and appraisal policy