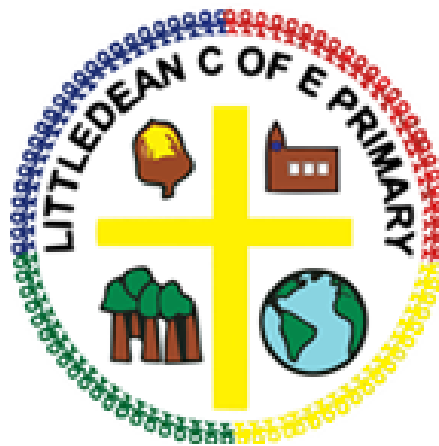


Littledean Church of England Primary School and Pre-School



Teaching and Learning Policy

Aspiration - Resilience - Community

Our School Vision

Littledean C of E Primary School is dedicated to continually improving the quality of educational provision for all of our children, so that they leave us with the skills and knowledge necessary to move forward into the next stage of their educational journey.

Our School Aims

At Littledean Church of England Primary school we aim to be regarded as an integral part of the wider community. We aim to encourage independence and a life-long love of learning in an environment where each individual is valued for who they are and the unique contribution that they bring.

Through our commitment to the development of Christian Values for Life we aim to enable, encourage and equip each child to develop their full potential: academically, spiritually and socially. Through mutual respect and high expectations we aim to provide a learning environment that is safe and conducive to learning.

We aim to provide high quality teaching that takes into account the individual needs of every child. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to embrace new ideas, we aim to ensure that all pupils receive an education that meets their very individual needs.

We also aim to provide a curriculum that is broad, balanced and stimulating, giving scope for the children to investigate and problem solve, enabling them to participate actively in their own learning and develop skills that will assist them throughout the rest of their lives.

Our Curriculum Drivers

Aspiration

The Oxford English Dictionary defines aspiration as 'a hope or ambition of achieving something'. We aim to open our children's eyes to the arts, sciences, travel, culture and significant people. We want to stimulate their curiosity, imagination and ambition, making them aware of the world of opportunities that are open to them; to be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.

Resilience

Resilience means having the skills and resources to deal with challenges and barriers. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.

Community

As a Church of England School, our ethos of mutual respect for all people, regardless of faith or belief, is embedded in all that we do. Community is central to the Christian faith. We believe that community connections give children a sense of belonging and help them to develop social skills. We aim to develop global citizens who are aware of and understand the wider world and their place within it.

Our Curriculum Drivers are elements that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Early Years Foundation Stage

We strive to create a rich and stimulating learning experience for all of the children, every day. We plan each term through topics and we always use high quality texts to introduce this to the children as a way in for their learning to begin. We link all areas and activities as much as possible so the children immerse themselves in new experiences.

Our focus is to secure learning and development in the following areas:

Prime Areas	Personal, Social and Emotional Development
	Communication and Language
	Physical Development
Specific Areas	Literacy
	Mathematics
	Expressive Arts and Design
	Understanding the World

Our Early Years curriculum is planned to ensure our children develop the Characteristics of Effective Learning through a range of well-researched and planned activities enabling our children to develop and learn in all seven areas of learning.

Characteristics of Effective Learning		
Playing and Exploring	Active Learning	Creative and Critical Thinking
Engagement - Finding out and exploring - Playing with what they know - Being willing to 'have a go'	Motivation - Being involved and concentrating - Keep trying - Enjoying achieving what they set out to do	Thinking - Having their own ideas - Making links - Working with ideas

A balance of teacher led, teacher supported and independent learning in continuous provision areas enables our children to make good progress and develop a positive attitude towards learning.

Learning to read is one of the most important things children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We use Little Wandle as our synthetic phonics programme, which helps all children to read fluently, and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

SMSC (Spiritual, Moral, Social and Cultural Development) and Religious Education are the backbones of all learning here at Littledean C of E Primary School and they complement the EYFS curriculum whilst continuing to nurture children as they enter Reception and then Year 1 and move through to Year 6 on their National Curriculum journey.

National Curriculum (Years 1-6)

Intent - We have built our curriculum to ensure our children develop the knowledge and skills to prepare them for life and work in the 21st Century. We are committed to providing a broad and balanced curriculum, which inspires and engages – sparking passion towards learning as well as allowing children to develop socially and emotionally whilst growing in faith. Our school ethos underpins strong teaching and learning in all subject areas. Reading remains a huge focus throughout years 1-6 and children are encouraged to develop their speaking and listening skills, decoding and comprehension ability as well as continuing to develop their love of reading.

Implementation – Our school currently has four classes each morning and three each afternoon:

Classroom	Mornings	Afternoons
Holly Leaves	Pre-School & Reception	Pre-School & Reception
Holly Berries	Year 1 & Year 2	Years 1/2/3
Chestnut	Year 3 & Year 4	
Maple	Year 5 & Year 6	Years 4/5/6

Our maths curriculum is informed by White Rose Maths and this provides a basis for our long term plans. We also supplement this with additional resources such as APEX maths and NRICH.

In English, our lessons are planned around a quality, key text.

We use the following schemes to structure our planning in the following subjects:

Science	Kapow
Computing	Kapow
History	Kapow
Geography	Kapow
Art and Design	Kapow
Design Technology	Kapow
Music	Charanga
RE	Gloucestershire Agreed Syllabus and Understanding Christianity
PE	Twinkl
PHSCE	Kapow
Spanish (KS2)	Kapow

Foundation subjects along with Computing and Science are taught on a two or three year rolling programme, which ensures the children's learning is progressive and they continue to build on prior knowledge and skills.

What do we learn?

We embrace the programmes of study set out in all subject areas of the National Curriculum and have developed progression grids (skills and knowledge) which support learning in all areas of the curriculum. Teachers assess children's learning daily and termly with assessments enabling teachers to make judgements to monitor if children are on track to meet or exceed the end of year national expectations. Discussions with Subject Leaders and the SENDCO enable gaps in learning to be identified and specific interventions planned to meet this need and ensure progress is made.

Reading

We want children to develop a love of reading and want to read for themselves. This is why we work hard to make sure children develop a love of books alongside learning to read.

Our children start in Pre-School following the Foundation for Phonics programme laid out in the Little Wandle scheme. This enables our pre-school children to start to build a range of skills, such as repetition and rhyming that will support them as they transition into Reception. Once in Reception the children follow the daily plan for Little Wandle phonics lessons, this continues as they move into year 1.

In years R-Y2 the children also take part in three guided reading sessions each week with the following focus area for each session:

Session 1 – Decoding

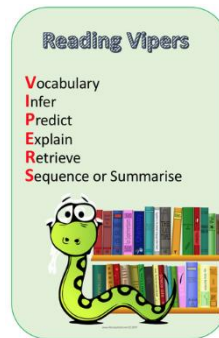
Session 2 – Prosody

Session 3 – Comprehension

Once in year 2, during the phonics session, the children work on developing spelling strategies along with reading fluency.

Children in year 3-6 take part in regular guided reading sessions where they focus on using key texts to develop their understanding in the following six domains of reading:

Vocabulary
Inference
Prediction
Explanation
Retrieval
Sequence or Summarise

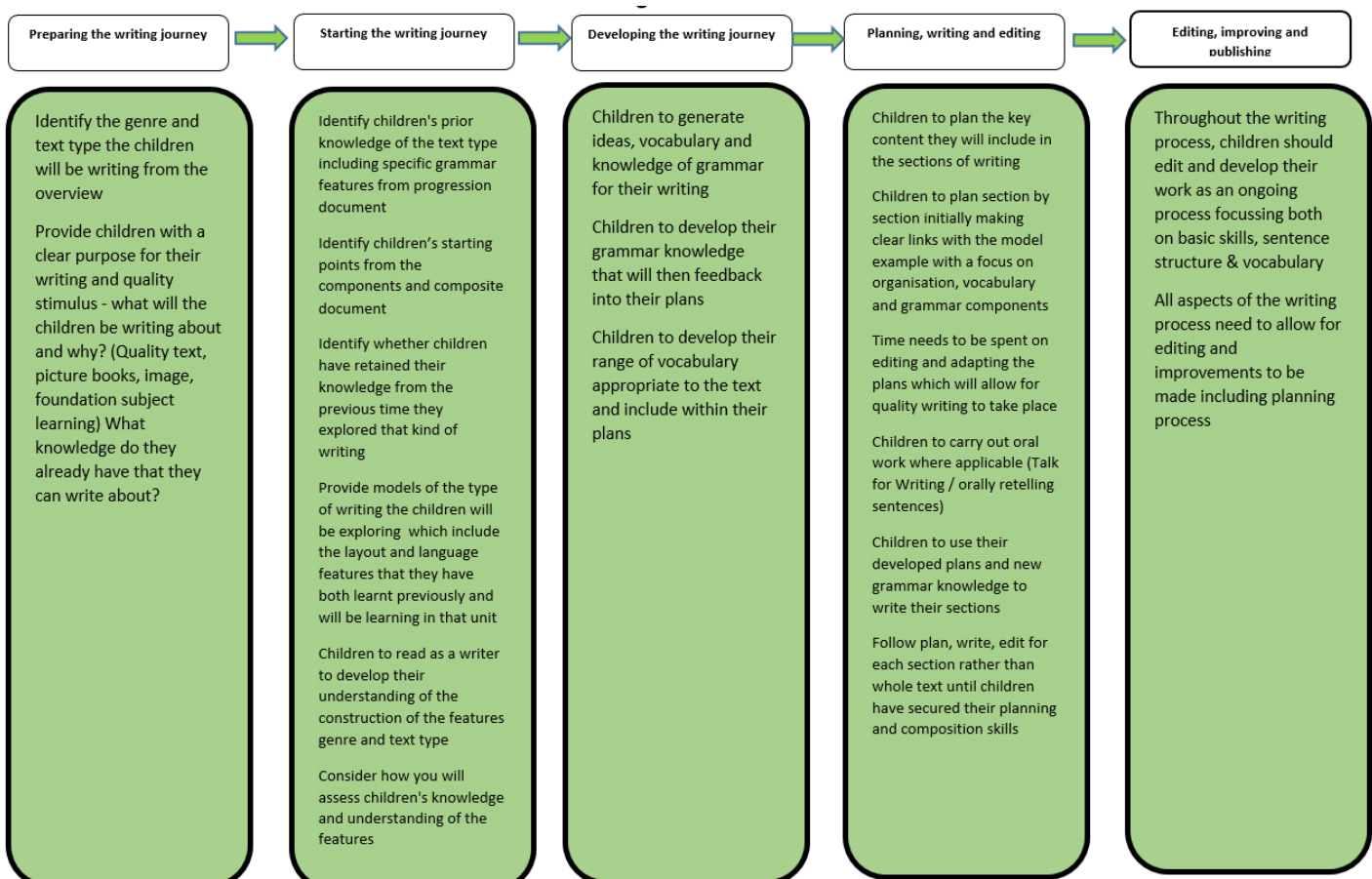


Reading for Pleasure

Class readers are identified at the start of the year for each class, with a display in each class to reflect the book and author in focus. A selection of books by the same author is available in each class in order to enable the children to further explore author's that they enjoy.

Writing

In writing we use quality texts as a starting point to teaching different genres of writing which engage our children. We ensure our children have a purpose to their writing and follow a specific process of writing which supports both teaching and learning.



Grammar is taught in writing lessons but also specific grammar teaching and spelling helps us build competency. We work hard on handwriting and presentation, and edit our work to carefully improve it. We assess children's writing using progression grids and moderate across the school and with another local school.

Handwriting lessons are taught 2-3 times each week in years 1-6 and on an individual basis in EYFS in line with phonics lessons.

Maths

In maths we use the White Rose small steps to plan our units of work. Children complete a pre-learning task at the start of the unit, which enables the teacher to place them where they need to be on the journey for that particular unit of work. All children are given opportunities to take part in fluency, problem solving and reasoning tasks within lessons. In addition, there are daily opportunities outside of maths lessons for fluency practice (x-tables, calculation methods etc...) Children complete a post learning task at the end of each unit, enabling teachers to assess progress made towards learning objectives, identify any gaps and plan future learning.

Foundation Subjects + Science

We plan foundation subjects using progressive skills and knowledge documents that are directly linked to the National Curriculum and taught on a two or three-year rolling programme.

We want our children to 'know more and remember more' and we want them to be able to talk knowledgeably about their learning. For this reason, we have finely tuned the structure of our units of work in the foundation subjects. We have prioritised giving the children opportunities for retrieval practice and vocabulary development. Teachers produce a power point for each lesson in a unit of work, which builds incrementally over the unit to provide opportunities for children to remember their learning and vocabulary from the very beginning of the unit to the end of it. All power point presentations are centrally stored so that teachers can refer back to them in order to give the children opportunities for 'spaced retrieval' activities.

In the following subjects, each unit of work has an image linked to it, which is designed to act as an aide memoir for children in accessing their knowledge and skills about past units of work: art, DT, French, history, geography, RE and science.

We also want our children to develop a sense of their place within the locality and the world and an awareness of the rich history of the local area. In order to facilitate this the children take part in a local history study every two years using the Foresters' Forest resources.

What do our lessons look like?

Whilst we acknowledge that it is impossible to contain all of these elements in every lesson, we aim to ensure that these elements are prioritised:

- ✓ A clear learning objective shared with the children both visually and aurally from as early as Year 1.
- ✓ A clear link to previous and future learning
- ✓ A review of the learning both during and at the end of the lesson
- ✓ A purposeful lesson with children being informed of the learning process (We're doing this so that we can do that.....; this step will help us to do that...)
- ✓ Appropriate, adapted challenge and support for all children including independent work and what this entails

- ✓ Teacher modelling, support and guidance leading to independent work
- ✓ Teaching Assistants working directly with individual children and specific groups to question and challenge learners further whilst scaffolding learning as required
- ✓ Questioning on different levels to ensure more in-depth thinking and analysis
- ✓ Use a variety of questioning techniques
- ✓ Good pace of lessons to ensure all children stay focused and engaged
- ✓ Involvement of all children
- ✓ Learning tasks designed to match learning needs
- ✓ Enthusiasm from both staff and children
- ✓ Praise for the learner and their efforts as well as achievements to help build positive attitudes
- ✓ Fun – elements of fun – awe and wonder to engage and excite learners
- ✓ Opportunities to develop spirituality and think about global issues making links in all curriculum areas
- ✓ Learning evidenced in different ways in books and folders
- ✓ Pre and Post-Learning tasks are used to assess children's knowledge and progress across a unit of work.

Learning Behaviours

We encourage our children to develop a growth mindset approach from the earliest opportunities in school, so that they are resilient learners, who recognise that effort is key to their success. They understand that they can improve through hard work, the use of effective strategies and help from others when needed. They are not afraid to make mistakes and learn from them.

Our children understand the importance of wellbeing and good mental health and its impact on their learning. They know who to speak to if they need support and that looking after their mental health is as important as looking after their physical health.

When teachers design learning opportunities, they look for ways for children to develop good learning behaviours whilst also implementing solid routines.

Effective Learning

We feel that for effective learning to take place children must:

- ✓ Be able to practice and transfer newly acquired skills
- ✓ Be made aware that learning does not take place in isolation and should be explicitly taught so that skills can be transferred from one area of learning to another, rather than expecting them to realise this themselves
- ✓ Be able to increasingly evaluate their own learning
- ✓ Be able to work within different groupings e.g. as individuals, in pairs, small groups and be taught through direct modelling the usefulness of this
- ✓ Be able to talk about their learning using the correct, subject specific vocabulary related to units of study

Effective Teaching

Effective learning only comes with effective teaching. When teaching we focus on motivating the children and building upon skills, knowledge and understanding. We aim to convey that learning is a 2-way process with teachers not only being the facilitators but also a partner in the learning process. The National Curriculum and our skills and knowledge progression documents guide our teaching. We plan our lessons with clear learning objectives which are shared with the children.

Careful thought is given to how best to adapt teaching where needed for children with SEND and those who are more-able. We reflect on and evaluate our lessons so that we can modify and improve our teaching in the future.

The Learning Environment

What does it look like?

- ✓ It facilitates independent learning through access to a variety of relevant resources
- ✓ It ensures that resources are of a good quality and clearly labelled to enable more independent learning
- ✓ A warm, light, clean and tidy workspace which complies with health and safety regulations
- ✓ It provides a stimulating work environment through active and regularly updated working walls and displays across the curriculum, both in classrooms and communal areas
- ✓ The learner has a clear understanding of what they are going to learn and the steps they will go through to achieve this
- ✓ The learner has a good understanding of school expectations
- ✓ It ensures and promotes the school ethos and values
- ✓ The learner, their efforts and achievements are valued
- ✓ It promotes good working relationships between adults and children and children and children
- ✓ Individual, paired, group work and whole class work
- ✓ Independent, supported and guided work
- ✓ Access to technology e.g. laptop computers and iPads
- ✓ Teaching Assistants and other adults are deployed effectively working with individual children and small groups to promote enhanced learning
- ✓ Noisy, active environments, when and where appropriate; peaceful and calm when necessary

Monitoring Teaching and Learning

The Senior Leadership Team carry out a range of monitoring actions to ensure the following:

- ✓ The school ethos is at the heart of the school
- ✓ All areas of the curriculum are taught according to the whole school overview
- ✓ Any aspect of the school that needs development/improvement is identified and actions put into place to ensure this happens
- ✓ Teaching and learning empowers children to want to learn and develop and they are fully/actively engaged in their learning
- ✓ Children are provided with the tools to enable them to realise their full potential

Class Teachers will:

- ✓ Follow the Marking and Feedback policy to ensure high standards are in place and next steps identified
- ✓ Use formative assessment to inform planning and adapt teaching to ensure all children make good progress
- ✓ Identify children who may need additional support and deploy staff to lead interventions
- ✓ Set targets for SEND children in their My Plans
- ✓ Capture evidence of learning in children's books/folders to show progress over time
- ✓ Complete summative assessments 3 times per year in reading and maths
- ✓ Complete summative assessments for all foundation subjects at the end of each unit of work

- ✓ Carry out 'book looks' together to share good practice and identify areas where improvement is needed

Subject Leaders

There is a Monitoring and Evaluation Schedule in place to direct Subject Leaders how and when to monitor their subjects. Due to being a small staff team, Foundation Subjects are monitored on a 2-year rolling programme. Monitoring activities will include:

- ✓ Analysis of assessment information
- ✓ Learning walks
- ✓ Pupil surveys
- ✓ Pupil conferencing
- ✓ Book looks
- ✓ Discussions with colleagues

Reporting to Parents/Carers

Reporting to parents/carers provides opportunities for communication about their child's progress, attainment and future targets. We provide opportunities for two parent consultation evenings so that parents can discuss how well their children are progressing across the curriculum as well as sharing their current attainment.

Written end of year reports are provided for parents. These reports give information about their child's attainment and motivation in lessons, along with an overview of what they have studied during the year. Information is also provided about children's behaviour for learning and any areas for development for the next academic year.

This document should be read in conjunction with the following policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Regulation Policy
- Assessment Policy

Date of policy review: September 2026

Date of next review: September 2027