

**Teaching and Learning Policy**

**Aims and Objectives**

At Crayke Church of England Primary School we aim to:

* Provide high quality teaching and learning in a friendly, caring environment, free from any form of discrimination.
* Have high expectations, which will involve the recognition for continuous improvement by both staff and pupils.
* Encourage a lively, active interest in learning, so that children take responsibility for their learning and strive hard to reach their potential.
* Provide a broad, balanced curriculum for the children, by reviewing, evaluating and updating teaching policies, bearing in mind the needs, abilities and interests of individuals.
* Provide enlivening experiences, both in and out of school, to foster an appreciation of the world in which we live, and to develop the intellectual, physical, spiritual, moral and aesthetic facets of the children in our care.
* Encourage mutual respect and trust, and by so doing, an awareness of how children's actions and reactions affect others.
* Ensure that children and adults are treated equally and have equal opportunities.
* Secure the provision for any special needs, thereby enabling the children in our care to take advantage of what the school has to offer, both educationally and socially.
* Strive to raise standards of attainment, thereby ensuring opportunity for high attainment.
* Foster the development of responsible, courteous, considerate and tolerant individuals.
* Develop a positive and close relationship between home and school.
* Promote healthy lifestyles.
* Make school an important part of community life and the community an important part of the life of the school.

The school curriculum comprises all learning and other experiences that the school plans for its pupils. Teachers have high expectations for every pupil; this is regardless of individual levels of ability. Teachers use appropriate assessment to set targets which are deliberately ambitious.

**SEND**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted and advice has been sought from external agencies, i.e. the Educational Psychologist.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. Children’s special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

The school provides an inclusion passport for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

**Pupil Premium**

The school will deploy the pupil premium to accelerate the progress of children who:

- Who have qualified for Free School Meals at any point within the last 6 years.

- Whose parents serve in HM Armed Forces.

- Are ‘Looked After’ by the Local Authority.

We provide information about the deployment of Pupil Premium support on our website. The school may deploy this resource to benefit a wider group of children, where outcomes are likely to be better through the inclusion of child/children who receive funding.

**Organisation and Planning**

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: [www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)

Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable ‘joined up/purposeful’ learning to take place. We have reviewed our long-term plan to ensure coverage across the Key Stages. An overview of the topics taught can be found on our website.

With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing differentiation for groups of children with different abilities. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curricula. This results in planned progression in all curriculum areas.

**Formative Assessment**

Teaching staff are responsible for ensuring that work is marked promptly and that children are provided with timely and useful feedback on the quality of their work and to indicate the extent to which learning objectives have been met and to introduce timely intervention to provide support.

**Summative Assessment**

The school will undertake periodic (half termly) assessment of reading, writing and mathematics and will use these assessments to refine future planning and to develop appropriate intervention to address underperformance where this may be detected.

**Assessing Without Levels**

From 2015/16, the school will make use of the OTrack assessment management system in order to assess without previous National Curriculum levels. Children will continue to be monitored at assessment points (termly) to examine the extent to which they are:

- Below expectations for the year group.

- Working towards expectations for the year group.

- At the expected level for the year group.

- At mastery level for the year group.

- At an exceptional level for the year group.

In addition to the assessment measures detailed above, the school will use a suite of assessments across the school to assist staff in making these judgements.

**For specific information please view our long term plans.**

History

Key stage 1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They develop a wide vocabulary of everyday historical terms.

The children are given the opportunity to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key stage 2

Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Geography

Key stage 1

Children will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world’s most significant human and physical features.

They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Computing

Key stage 1

Pupils are taught to:

* understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* create and debug simple programs
* use logical reasoning to predict the behaviour of simple programs
* use technology purposefully to create, organise, store, manipulate and retrieve digital content
* recognise common uses of information technology beyond school
* use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils are taught to:

* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.