

A decorative graphic on the right side of the page features three blue circles of varying sizes. The largest circle is at the top, a medium-sized one is in the middle, and a very large one is at the bottom right. Thin blue lines connect the top-left and bottom-right corners of the page to the circles, creating a sense of movement and design.

# **Teaching and learning policy**

Rudyard Kipling Primary School

September 2019



# Rudyard Kipling Primary School and Nursery

## Teaching and Learning Policy

‘Together we will help each other to achieve our best’

### Our Vision

To build a community where:

- All children are equipped with the skills and attitudes to embrace the changes, challenges, successes and experiences that the future might bring as global citizens taking into account their different starting points
- There is a supportive, collaborative and innovative team where all adults and children in school are valued
- Parents and our local community feel welcome, involved, positive and proud of their children's and school's achievements

### Aims and values

We believe:

- That lifelong learners need to have meaningful, challenging and creative learning opportunities with high expectations of achievement so that learning becomes irresistible.
- That learning is best in an exciting, stimulating, safe and vibrant learning environment, encompassing the whole school, both indoors and out, where learners have opportunities to observe, explore, investigate, reflect and play.
- That learners will become secure, happy, fulfilled and confident through: being valued; developing positive relationships with others and having their social, emotional, spiritual and physical needs met.
- That it is important to model, scaffold and teach the skills and attributes for learning.
- That all stakeholders have a responsibility to: respect, help and encourage each other; be ready and prepared to learn; try our best at all times; ensure that our learning environment is safe; be listened to and to listen to others
- In the achievement of all through targeted support, in an environment where learners are able to make mistakes and learn from them.
- We acknowledge that we are all individuals, with different skills, talents, needs and experiences and actively seek opportunities to celebrate this.
- We recognise and value the partnership between home, school and the wider school community and will be proactive in forging links and encouraging mutual participation.



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## **At Rudyard Kipling, we believe that teaching is effective when.....**

The teacher has good relationships with children and adults and:

- has high expectations of all children through Quality First Teaching
- ensures time to think and contribute
- creates a climate for mutual trust
- uses positive talk and praise
- is approachable and uses humour when appropriate
- ensures adults and children know what is expected of them
- shares the planning with support staff
- shares planning objectives and outcomes with children
- offers all children equal opportunities to contribute e.g. talk partners, random selection

The teaching is interactive with:

- opportunities for discussion, including paired talk
- differing learning styles accounted for
- the expectation of an appropriate noise level
- a good balance of pupil voice
- children taking control of their learning
- opportunities for self and peer assessment
- the use of Makaton to support learners where appropriate

The lesson is well planned and prepared with:

- key and worth while questions which are differentiated – open and closed
- a clear understanding of children’s different starting points
- children’s interests identified and included in the planning
- clear objective on view with success criteria which is generated by and shared with the children where appropriate
- clear modelling of the task
- differentiated and engaging activities
- resources ready and appropriate
- teaching vocabulary identified
- a balance between teaching skills versus knowledge
- curricular links identified
- opportunities for reflection and formative assessment
- opportunities for metacognition E.g. learning muscles,
- children being given the tools and support to become independent
- a different group identified to work with the teacher each day, in Maths, Reading and English

Time is managed effectively and:

- lessons are appropriately timed
- teaching is lively and well paced
- there are clear routines supported by visual timetables
- there are opportunities for reflection and discussion



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Behaviour is managed effectively throughout the school:

- setting clear boundaries e.g. the Golden Rules
- through consistent use of the Behaviour Policy throughout the school- ‘The Rainbow’
- though the use of ‘Just Right’ to ensure children feel safe and ready to learn
- through clear expectations that have been agreed with the children
- through mutual respect between all adults and children
- through praise, positive reinforcement and modelling of appropriate behaviour
- support for children with challenging behaviour e.g. adult support (refer to Behaviour Policy)

## **At Rudyard Kipling, we believe that learning is likely to be successful when.....**

- The Curriculum is:
  - challenging, exciting relevant and motivating
  - creative with curricular links where appropriate
  - put into a meaningful context
  - supported with a range of stimulating activities and resources.
- Year group teams work together to share ideas, successes and plan collaboratively.
- Children have a positive and trusting relationship with their teacher, other adults and children and are encouraged and praised.
- Children understand why, what and how they learn through clear learning objectives and success criteria.
- Children listen and are listened to and have a sense of being valued and belonging with a clear pupil voice.
- Children celebrate and share their successes with a range of audiences e.g. peers; parents; whole school; Headteacher.
- Children have opportunities to learn through their individual learning styles.
- Children are encouraged to be independent learners; given the opportunity to make choices; set themselves challenges; know where to get support and resources from and take responsibility for their learning.
- There are clear and high expectations of achievement and behaviour.
- New learning is built on prior learning and is planned in small achievable steps; children lead and inspire this process.
- There are good conditions for learning that ensure children are attentive, motivated and on task in a calm but purposeful atmosphere.
- Children have an uncluttered but stimulating and supportive learning environment.
- Children have SMART (specific, measurable, attainable, realistic, timed) targets which they know and understand and which are regularly reviewed.
- Children are allowed to make mistakes and learn from them.
- Children have clear and on-going feedback from adults and peers and know their next steps.
- There is good assessment for learning through planned opportunities for formative assessment including self-assessment and peer assessment.



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- The wider community is involved through school trips and visitors in school e.g. fire-brigade, school nurse, community police, etc.
- There are links with other schools in different environments and a close relationship with our cluster of schools in the Dean’s Partnership, other partnerships within the Local Authority and beyond.

## **At Rudyard Kipling, we believe that support staff are most effective when.....**

- They have access to the timetable of the day and planning.
- There is good communication and relationships with all adults and children.
- They are aware of children’s needs and learning styles.
- They are enthusiastic and enjoy their work.
- They are valued and respected by the teacher, the children and the school and their contribution is recognised.
- They model and scaffold the task but don’t do it for them.
- They know when and how to intervene.
- They use their voice appropriately.
- They work with different groups of children.
- They have access to training which supports their professional development.
- They are engaged in the performance management systems within the school.
- They know classroom expectations and feel confident in their knowledge of rewards and sanctions – work in the same way as the teacher when dealing with certain behaviours.
- They support the teacher with behaviour by intervening when appropriate.
- Their skills are shared throughout the school through performance management.
- They model how to ensure a tidy classroom environment.
- They keep records of interventions and assessments and share this information with other relevant adults.
- They are aware of resources within the school that can be used when supporting children and use these as and when appropriate.
- They use their initiative and are creative – vary strategies according to the particular child/children they are working with.
- They have an induction to their role and know about resources, etc.
- They have the confidence to speak out for the child’s best interests.

## **At Rudyard Kipling, we believe that The Learning Environment is most effective when..... (See Appendix 1, Rudyard Kipling Environment Checklist)**

We regularly review its purpose to ensure that it:

- invites and excite children’s learning through a stimulating environment.
- meets different learning styles (visual, tactile, aural)
- celebrates children’s achievements through displays with examples of work from a range of abilities, class books, magazines, photos etc
- facilitates optimum teaching and learning
- acts as an aide memoir with appropriate relevant prompts e.g. working walls
- creates a safe and secure environment for children



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- welcomes children, teachers and parents
- promotes an independent working environment where children can develop good attitudes to learning – making choices, investigating
- is a calm place to be with clear and consistent expectations
- is aesthetically pleasing.

The key features of the learning environment will include:

- comfortable temperature, lighting and ventilation throughout the school
- appropriate furniture within class bases – good quality
- everything in working order
- a range of ICT equipment in classes – permanent
- high quality resources with a relevant purpose and child led/produced where appropriate
- prompts for learning using Communicate in Print
- flexible table arrangements
- displays of children’s work
- environment reflecting current focus of learning
- balance between children’s work and commercially produced material
- key areas defined within the classroom

## Home School Links

At Rudyard Kipling we believe children learn best when parents/carers and the school communicate and work together, to support children’s learning through:

- curriculum meetings, curriculum chats, parents’ consultations, informal discussions, school events, , information leaflets and evaluations
- sharing successes e.g. at achievement assemblies and parent’s consultations, deep curriculum, fabulous finishes etc, EYFS learning journeys using 2 Simple software
- communicating and understanding children’s targets
- Home Learning Policy
- active involvement in the classroom and during school activities and events
- ensuring the children are ready to learn
- respecting and celebrating differing beliefs, cultures, values and individual needs
- final end of school report

## Inclusion

We actively support the additional needs of all our children at Rudyard Kipling Primary School through:

- Setting appropriate learning challenges for all children within our classrooms
- Utilizing human or physical resources available to fully support the children’s ability to meet those challenges
- Regularly reviewing and monitoring the needs of each individual, through our Pupil Progress Meetings and Provision Map
- Supporting the transition from high level intervention back in to class to ensure the gains are maintained



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- Providing quality support from within the school resources (to include outside agencies) to meet the additional needs of all the followings groups of children:
  - EAL
  - Speech, language and communication difficulties
  - Gender
  - Learning difficulties
  - Looked after
  - Emotional, social and behavioural
  - Greater Depth
  - Physical or sensory difficulties
  - Religious/cultural
  - Traveller
  - BME
  - Vulnerable and children in need
  - Children from LGBT families
  - Children with any other additional needs

## **Governors**

At Rudyard Kipling, the Governors work in partnership with the Head and staff to:

- Ensure the curriculum is broad and balanced
- Ensure that the National Curriculum is implemented
- Review, agree and amend as appropriate curriculum policies
- Monitor and evaluate the implementation of the school’s curriculum policies through an effective school visits programme and regular reports from staff to the Full Governing Body.
- Attend pupil progress meetings



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## Learning Environment Checklist Appendix I

Environment is inviting, exciting and stimulating and reflects the current topic throughout the room.	
The environment shows the value placed on children’s work (e.g. work well mounted, named and neatly presented)	
Language and literacy rich learning environment with labels, signs, questions, prompts for learning, books, opportunities for writing,	
Classroom divided into areas (e.g. maths area, reading area, art area, ICT area) and are clearly defined <b>and labelled</b>	
Children have contributed to creating their learning environment and displays reflect a balance between children’s work and commercially or adult produced material.	
Power of Reading learning journey display: examples of work at different stages of teaching sequence.	
Displays reflect the current focus of learning ( at the beginning of each topic a stimulus display is evident e.g. key questions, posters, objects) Key vocabulary displayed for topic being covered. Topic related books displayed.	
Behaviour board is in a prominent position with ‘The Rainbow’, sanctions chart, Stop, Think, Go, ‘Just Right tower’, golden rules.	
Talk partners are displayed – all children’s names/photos identified and clearly visible	
Working washing lines evident for English and maths that are visible to children so they can be used to support teaching.	
Reading area with: comfy area for reading; books organised into genre appropriate for year group; high quality books suitable for range of readers; ‘banded’ books stored and arranged tidily	
Blast off Into Reading Display in prominent position	



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<p>Maths area with resources <b>appropriate to year group</b> organised and labelled e.g. number lines, number squares digit cards, dice and counters, place value cards, multilink, numicon. Relevant maths vocabulary and prompts displayed e.g. number lines, times tables, shapes etc.</p>	
<p>There is a role play area that is appropriate to the children’s current learning and shows progression from Nursery through Reception, KS1 and beyond. Maths and writing opportunities are evident within the role play.</p>	
<p>Art/ DT area with resources organised and labelled e.g. felt tip pens, pastels, paintbrushes</p>	
<p>Foundation stage has all key areas (both inside and outside) to promote/support early years practice (e.g. small world, creative table, sand, water etc.) with opportunities for and examples of writing and key vocabulary in each area</p>	
<p>British Values board displayed with children’s work evident.</p>	
<p>Appropriate/relevant prompts for reading and writing e.g. high frequency words, phonics charts, alphabet frieze, creative language prompts, spelling prompts</p>	
<p>Children’s work is displayed: English publishing, cross curricular writing, art work etc</p>	
<p>Ensure as much as possible, no Blu Tac is stuck to painted walls</p>	
<p>Welcome sign on the door (multilingual). Name of class on door. Sign on door with specific languages spoken in each class. eg in Mowgli class we speak: .....</p>	
<p>PSHE work displayed</p>	
<p>Visual timetable displayed using Communicate In Print</p>	
<p>Names for children’s cloakroom pegs must be laminated and tied to pegs – not stuck to the wood surround</p>	