



ESHER CHURCH SCHOOL

Christ at the Centre; Life to the Full

Learning and Teaching Policy

Ethos Statement

At Esher Church School our vision is based on John 10:10, 'I have come that they can have life and have it to the full'.

We have high expectations for our children's attainment, helping them to be the best that they can be. Underpinning this, we believe that education is as much about character development as it is about academic achievement.

Our Christian ethos encourages us to reflect on and live our lives based on Jesus' teaching and our Christian values which can be summarised into four distinct elements that the Church of England uses to define its role within education: wisdom, hope, dignity and community.

Our aim is to educate for wisdom, hope, community and dignity so that children become independent learners and well-rounded, responsible citizens so that they are well prepared for the next stage of their learning journey.

Introduction

Teaching and learning constitute the core purpose of Esher Church School. High quality learning, teaching and subsequently achievement are what we want for every child in the School. We believe that the more that we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be. Continued and sustained improvement in outcomes is dependent upon the high quality of teaching and learning that takes place each day. Across our school the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. We expect every teacher to be an excellent teacher – no child deserves less. By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school;
- to enable teachers to teach as effectively as possible;
- to enable children to learn as effectively as possible;

- to equip children with the skills they require to become effective lifelong learners;
- to provide an inclusive education for all children;
- to learn from each other, through adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared.
- to create a love of learning by:
 - encouraging children to challenge themselves in every aspect of learning, and enjoy that challenge
 - encouraging children to see mistakes as a positive and important part of the learning journey
 - praising children for consistent effort, resilience and determination rather than quick success
 - teaching children in such a way that fosters their appreciation of their capacity to learn and improve

The Curriculum

The curriculum includes all the planned activities organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the School's planning – long term, medium term and short term, but also the range of co-curricular opportunities that enrich the experience of the children. Esher Church School aims to teach children how to grow into positive, responsible, kind people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The aims of the Esher Church School Curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to enable all children to make excellent progress
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to enable children to challenge themselves physically in a wide range of sports
- to enable children to be creative and to develop their own thinking
- to enable children to be positive citizens in society
- to enable children's spiritual growth
- to fulfil our obligation to actively promote fundamental British Values
- to enable children to have respect for themselves and high self-esteem, and to be able to live, value and work co-operatively with others
- to be inclusive to and motivating for all children

Organisation and Planning

Early Years Foundation Stage

We believe that:

Children thrive when a reception class is organised and managed by the adults, but led by the children. They learn and develop if they are in a stimulating environment which is carefully organised and when observations are used to support their 'next steps'. They take risks and surpass expectations when they have clear routines and boundaries, combined with supportive staff and an enabling environment.

Taken from 'The Reception Year in Action' – Anna Ephgrave

We use 'in the moment' planning in our Reception classes, following each child's interests to enable us to develop their learning across the curriculum. We believe that play is central to learning for children at this age, and activities are carefully planned to encourage children to develop their play in ways that enable them to develop their skills in all areas of the Early Years Foundation Stage Profile.

Key Stage 1 and 2

The curriculum is planned in three phases. The long-term plans indicate what lines of enquiry (known as Big Enquiries) are to be explored with the children in each year group each half term. The Big Enquiry takes the form of a question, designed to stimulate the children's interest in the topic and encourage inquiry. Each Big Enquiry includes elements of history and/or geography, and may also include science, English, maths, music, RE and PSHCE activities. Medium term plans give clear guidance on the objectives that will be used when teaching each Big Enquiry lesson during a specific term. Short-term plans are those that our teachers write on a weekly or daily basis. There is no common format for the short-term planning as it is viewed that, as professionals, teachers should use a format that suits their own style of planning and delivery.

Maths and English are planned alongside the Big Enquiries, so that links can be made where appropriate. Planning in these core subjects is aligned to the requirements of the national curriculum.

The curriculum is planned carefully, so that there is coherence and full coverage of all aspects of the curriculum. Coverage in each subject area is monitored by subject leaders who check standards in their subject through planning scrutiny, work scrutiny, lesson observations. They keep their knowledge up to date through attendance at subject network meetings and relevant training courses.

Children with Special Educational Needs and Disabilities (SEND)

The curriculum at Esher Church School is designed to provide access and opportunity for all children who attend the School. It is adapted as necessary to meet the needs of individual children, in consultation with the SENDCo, specialist teachers, parents and the child themselves as appropriate. Where a child has identified special needs, Esher Church School does all that it can to meet these individual needs with reasonable adjustments under the Equality Act 2010 and Special Needs and Disability Act 2001. The School fulfils its obligations for SEN as per the SEND Code of Practice, January 2015 in providing for children with identified special needs. If a child displays signs of having additional or special needs, the teacher in liaison with the SENDCo will make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities suitable to the child's needs within the normal class organisation. If a child's need is more severe, a Statement of Special Needs /EHCP is sought, involving the appropriate external agencies when making this assessment. Additional resources and support are provided for children with special needs.

PSHCE

Personal, social, health, citizenship and economic education is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and well-being. We aim to equip the children with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and support them in tackling the moral, social and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and the global community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. We promote values of recognising the worth of each, celebrating their individuality, and enjoying and nurturing their contribution to the School Community.

Fundamental British Values

We value and celebrate the diverse heritages of all members of our school community, but alongside this we value and celebrate being a part of Great Britain. British values are actively promoted alongside our Christian Values in much of what we do, during collective worship, assemblies, RE and Personal, Social, Health, Citizenship and Economic Education (PSHCE) sessions. As well as actively promoting British values, we challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including extremist views, in line with the Government's Prevent counter terrorism strategy.

The role of the Subject Leader

A leader (or leaders) is (are) assigned to each curriculum subject

- to provide a strategic lead and direction for the subject;
- to raise standards in teaching in the subject
- to support and offer advice to colleagues in issues related to the subject;
- to monitor planning to ensure full curriculum coverage
- to monitor teaching in their subject throughout the school, identify and address areas for development
- to monitor pupil progress in that subject area;
- to provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught and plan for improvement.

The role of the Key Stage Learning and Achievement Leader

Learning and Achievement Leaders are responsible for the continuous improvement of standards in learning and teaching in their allocated key stage.

Monitoring learning

Lesson observations, learning walks, planning scrutiny and work scrutiny take place on a regular basis, by subject leaders, Key Stage Learning and Achievement Leaders and Senior Leaders. Feedback is provided to ensure standards throughout the School are consistently high.

Effective Learning

The most effective learning will take place when a number of basic needs are met. Children come to school from a variety of home circumstances and with past experiences that, to differing degrees, affect their ability to learn. They will make most progress when the school provides a supportive learning environment, where they understand what is expected from them and where they are engaged and motivated. Teachers play a vital role in creating a learning environment in which the individual needs of all pupils are addressed.

Relationships, Classroom Climate and Emotional Support

The School contributes towards children's emotional development by creating a climate in which they:

- feel secure;
- know that their contributions are valued;
- trust their teachers and are trusted by them;
- experience consistent and appropriate discipline;
- develop a sense of worth, self-esteem and confidence;
- encourage an ordered atmosphere which makes pupils want to learn;
- ensure access to good quality materials and resources;
- agree with pupils the ground rules for classroom organisation and working practices;
- maintain attractive and well-ordered classrooms: this includes putting value on the child's work by arranging and displaying it well;
- value the high standards of presentation expected of all finished work;
- encourage the child to be independent within the classroom and to take an increasing responsibility for looking after their own equipment, materials and the classroom environment;
- positively encourage children to use all areas of the School for their work.

We believe that all our children can benefit from the methods and styles of teaching that stimulate and develop higher order thinking skills. We seek to provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that lead to the children

- questioning and challenging;
- envisaging what might be;
- exploring ideas, keeping options open;
- reflecting critically on ideas, actions and outcomes;
- making connections and seeing relationships.

Key elements and principles of teaching and learning across our school – a practical guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive support to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

- Lessons begin with clear learning objectives which are usually shared orally or displayed at the beginning of a lesson. Sometimes the learning objective may be introduced later in the lesson where the teacher wishes the children to explore an element of the learning without prior knowledge of the learning objective.
- Lessons have well planned success criteria so that all children are clear about how they will achieve the learning objective; children use the success criteria to self-assess their own or other children's work; children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate success criteria in action.
- Lessons are clearly differentiated so that all learners are challenged appropriately; planning shows clear differentiation: individuals encountering difficulties are noted so that this information can be used to inform future plans and/or lessons.
- Activities are explained clearly and are well modelled by class teachers.
- Lessons are well chunked so that learners are actively engaged in learning and work co-operatively throughout – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods; opportunities to Think/Pair/Share and discussions with a Learning Partner are regular features in lessons; mini whiteboards may be used in short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson; visuals, artefacts and auditory input are all used creatively as a way to enhance learning; children help and encourage each other;
- Children explain their ideas clearly in full sentences. We believe it is important for pupils to talk during lessons. When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. Lessons include planned and unplanned opportunities to discuss questions and extend thinking. Children are taught to use appropriate body language when talking to and listening to a partner and pupils understand that their purposeful conversation is valued as much as their written work.
- Learning is enhanced through effective use of questioning. The frequency and quality of interactions between adults and children is significant in improving learning outcomes. We develop children's understanding by:
 - Using open-ended questions;

- Providing wait time (3-5 seconds); children need time to think through their answers before replying;
 - Providing thinking time by giving an advance warning, such as 'In two minutes I am going to ask you....';
 - Allowing children to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with 'We think that...';
 - Ensuring pupils fully understand the question.
- Learning is enhanced through the use of ICT wherever appropriate, equipping children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. They have opportunities to find, explore, analyse, exchange and present information. We focus on developing skills necessary to be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners, therefore, we need to harness the potential of emerging technologies.
 - Learning is enhanced through high expectations of pupil behaviour and the use of effective, positive behaviour management to foster a positive learning environment.
 - Learning is enhanced through the effective use of additional adults where available. Learning Support Assistants are fully engaged with children's learning both during teacher input and during independent activities. Parent help is used for tasks such as photocopying work, sharpening pencils or sticking work in books to enable our Learning Support Assistants to support learning; Learning Support Assistants are clear about who they are supporting and why, and planning is made available for them to view in advance of the lesson; they sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources to facilitate learning; they are involved in assessing pupil's understanding and feeding back to the teacher; Learning Support Assistants will annotate in books to indicate that support has been given.
 - Learning is enhanced through the effective use of a plenary and mini plenaries to enable children and teachers to review what has been learned and reflect on how it has been learned. Reviewing learning is key to memory and so is not confined to the end of the lesson. Teachers review the entire lesson and regularly refer children back to the success criteria of the lesson, reinforcing prior learning.
 - Teachers encourage children to reflect on what they have learned and what has helped them to learn, using prompts such as:
What did you do today that you found most helpful when you were learning? What did you do today that you found less helpful?
If you had to do the task again, how would you do it?
If you had to give one piece of advice to someone tackling the same task, what would it be?
 - Learning is enhanced through a great classroom environment. Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of. Walls reflect the children's current learning and include:
 - Children's questions;
 - Key vocabulary;
 - Visuals and artefacts

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

Principles of Assessment

Assessment for learning is embedded in everyday practice and is used to inform planning, teaching and learning. Assessment serves two main purposes:-

1. It provides information about children's progress that teachers can use as a basis for decisions about the next steps in children's learning (formative assessment)
2. It also provides information to parents and others about the progress and levels of attainment reached by children, especially at the end of the Early Foundation Stage, Key Stages 1 and 2, and about the progress made since the last reported assessment (summative assessment)

Effective assessment provides information to improve both teaching and learning. Assessment is one of our key tasks and underpins the School's aim to enable each child to be the best that they can be.

A comprehensive definition of assessment includes the processes of gathering, interpreting, recording and use of information about a pupil's responses to an educational task. The aims and objectives of assessment in our School are that:

- it should help the children to progress in their learning;
- it should provide motivation for both children and staff;
- it should help the teacher to evaluate the effectiveness of his/her teaching;
- it should provide a means of communicating information to the pupils, their parents, teaching colleagues and future schools.

We assess the whole child, not just his/her academic progress. During both formal and informal contact with each child we also assess:

- social development;
- health and well-being;
- independence
- attitude towards themselves and others;
- commitment and motivation.

Assessment should have clear aims and inform our teaching. Assessment of pupils' achievement should be based on:

- observation of pupils in class (it can be based on oral, written, practical, manual or art work);
- how they interact with other pupils and with groups;
- quality of homework (with or without the aid of parents);
- performance in tests.

At regular intervals we set pieces of work that focus on specific areas of achievement so that these can be assessed. These can be:

- standardised tests
- reinforcement tasks;
- tasks, which draw on knowledge, already acquired and then require the pupil to take this one step further

We recognise that there are many methods of assessing a child's learning. The type of assessment that is made varies from subject to subject. The School considers that it is unnecessary to keep a formal record of all these assessments; we record information that will assist future learning.

We acknowledge that records should be:

- clear, concise and easy to maintain;
- easy to interpret;
- show what an individual child has learnt and understood.

Assessment in EYFS

The EYFS Profile must be completed for each child. The Profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected level, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals, and practitioners indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Assessment in Key Stage 1

In Key Stage 1 children undertake formal assessments in phonics in June of Year 1 (repeated in Year 2 for any children who do not meet the expected threshold in Year 1). At the end of Year 2 children are assessed against the Statutory Interim Assessment Framework in Reading, Writing, Maths and Science.

As well as these external assessments, the school uses internal, nationally benchmarked assessment tests to monitor children's progress within and across year groups. Teachers retain a record of children's attainment against end of year targets in each core subject.

Assessment in Key Stage 2

Formal external assessments take place at the end of Year 6 in the form of National Curriculum Assessment Tests (commonly known as SATs) in reading, maths and spelling and grammar and Teacher Assessment in writing.

Internal, nationally benchmarked assessments are used to monitor children's attainment and progress across key stage 2. Teachers also maintain records of the children's progress towards end of year targets in core subjects.

Monitoring Children's Progress and Attainment

Target Setting

Children need to be clear about how they need to improve. Individual targets are set as needed for maths and English, and for social development if appropriate. Targets are discussed with individual children and their parents for young children, and are recorded in different ways,

according to the age of the pupils. We review the progress of each child and revise targets as appropriate.

Reporting to Parents

We employ a range of strategies that keep parents fully informed of their child's progress. We encourage and welcome parents who wish to discuss their child's progress at any reasonable time with class teachers. It is possible to speak to staff before and after school about immediate concerns; however, for longer discussions about progress and performance it is better for an appointment to be arranged at a mutually convenient time.

In the Autumn term parent consultations are held to provide feedback on children's learning. In the Spring terms we hold a Learning Review Day when children, alongside their parents, meet with the class teacher to discuss progress and targets. Parents receive a written report on their child's progress, effort and achievement at the end of the Summer term.

Policy Review

This policy is reviewed by the Learning and Teaching Committee of Governors as required and at least every three years.