



ARCHBISHOP RUNCIE CHURCH of ENGLAND (VA) FIRST SCHOOL

LEARNING AND TEACHING POLICY

“Each one should use whatever gift he has received to serve others, faithfully administering God’s grace in its various forms. If anyone speaks, he should do it as one speaking the very words of God. If anyone serves, he should do it with the strength God provides, so that in all things God may be praised through Jesus Christ. To him be the glory and the power for ever and ever. Amen.” (1 Peter 4:10-11 NIV)

Introduction

Archbishop Runcie First School is a Church of England Voluntary Aided school which caters for children between the ages of three and nine years, drawing its pupils from a broad spectrum of society. In harmony with the Christian ethos of the school we offer all pupils unconditional welcome, valuing and celebrating their uniqueness as created beings. We offer the opportunity to experience the richness and diversity of God’s creation through the curriculum we offer and as we celebrate their God-given gifts and talents. In this way they are encouraged to explore values and beliefs and to identify with, and empathise with, those of other cultures. We are firm in our belief that we have all been *given different talents, gifts and abilities. God works in different ways through each of us, and we all serve him faithfully as we use our gifts to glorify him. We should invest the gifts that God has blessed us with wisely.*

Rationale

Learning and teaching is what our school is about; the core business of the whole school. It is our wholehearted desire that we fulfill this purpose engaging children’s excitement, curiosity and wonder for the world. We are committed to delivering a vibrant, live curriculum, which is relevant to the children with whom we are working. We hope to light a spark and love for learning that will remain with each child for their lifelong learning journey.

We do not want, nor intend, to be an ordinary school- we strive to be unique! We pride ourselves on being extraordinary! We do not teach children by age, but by need. We do not accept average achievement; we exceed it. We do not merely like our children; we love each and every one of them. We hope our passion and drive for a first class curriculum is obvious in all we say and do.

Aims & Objectives

- To provide maximum opportunity for each child to learn;
- To know each child as an individual, to ensure their learning is personalised
- To ensure any special talents are identified, understood and responded to consistently by all staff.
- To challenge and encourage each child, without inhibiting them, to make the best progress possible;
- To ensure detailed assessment of individuals informs planning
- To help each child develop independence and positive attitudes to learning;
- To ensure a curriculum which is adult initiated and child driven
- To provide a rich and stimulating curriculum which motivates each child and builds on their prior knowledge, skills and interests.
- To work in partnership with parents and to ensure appropriate home and school responses to children’s needs.

Every Child Matters Agenda

This policy contributes to the Every Child Matters Agenda by helping children to

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Conclusion

The way in which we approach learning and teaching has a direct impact on the development of the whole child. The methods we employ and the attitudes we foster are crucial to well being and therefore to the potential achievement of each child.

This policy underpins all that we aim to achieve with and for the children in our school. *For detailed guidance on policy implementation and organisation it is essential to refer to the appendices to this policy and to all other school policies, including CPD Policy.*

Monitoring, Evaluation and Effectiveness

Monitoring and evaluation of effectiveness can be seen through:

- SEF
- Ongoing daily and weekly evaluations of learning and teaching
- Results/data
- Gov visits
- Ofsted reports
- SSSR
- SAP Reports and visits
- Monitoring by HT and subject leaders
- Monitoring of long term planning and coverage of NC
- Feedback from, and enthusiasm of, children
- Parent/Teacher consultations
- Pupil Progress Meetings

This Policy is reviewed annually by the Curriculum Committee and staff, or more frequently if deemed necessary. In addition to this it should be shared with new or temporary staff.

Date	Reviewed/updated	Staff involved
November 2006	New policy	all staff
February 2007	consultation	governors
May 2007	Agreed	All staff
March 2009	DRAFT Revision	KM/JRo
June 2009	Revised	KM/JRo
June 2009	Agreed	Curriculum cttee
March 2010	Updated	KM/JE on behalf of Curric Cttee
March 2010	Reviewed & updated	All Staff
May 2010	Agreed	Curric Cttee
June 2011	Reviewed & Updated	KM/JE on behalf of Curric Cttee
July 2012	Merged with G&T Policy	KM/JE on behalf of Curric Cttee

APPENDIX 1

Ethos:

The Christian ethos pervades all that goes on in our school (see also Mission Statement). Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning underpinned by the teachings of Jesus Christ. In the course of their daily work all staff will contribute to the development of this ethos by:

- ensuring every child is treated with fairness and respect;
- respecting every family, whatever form that may take;
- welcoming all children and families, without judgement;
- ensuring that Christian values underpin every aspect of the school's life and work;
- valuing and celebrating each child's uniqueness, success and achievements;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- developing and maintaining an appropriate and effective working environment at all times, in which each child can explore, take risks and make mistakes in order to develop self confidence and achieve his or her maximum God-given potential;
- providing positive role models;
- providing a fair and disciplined environment (see also Behaviour and Discipline policy);
- maintaining purposeful and informative planning, record-keeping and assessment documents (see also Assessment policy);
- effective management of their professional time;
- developing links with the wider community;
- providing children with meaningful, purposeful tasks, related to the Early Years Foundation Stage curriculum and the National Curriculum programmes of study;
- reviewing personal and professional development by providing and participating in appropriate INSET, training and support for and from colleagues in order to ensure a high level of professional expertise (see also CPD policy)
- welcoming, supporting and teaching trainees (see also ITT and Work Experience policy);

Equal Opportunities:

Staff will endeavor to help all children to reach their full potential irrespective of race, gender, age or ability (see also Equality of Opportunity policy).

APPENDIX 2

Management of the School Day:

Foundation Stage teaching day:

8:30/9.00 – 11.30	Morning Session
12.30 – 3.00/3:30	Afternoon Session
12.30 – 3.15	Rec Afternoon Session

FTE Total teaching hours per day: 6 hours

FTE Total teaching hours per week: 30 hours (Nursery), 28 hours 45 mins

Key stage 1 teaching day:

8.50 - 8.55	Registration
9:05 – 9:25	Worship Time
9:30 – 10.30	Teaching time (1 hour)
10.30 – 10.45	Playtime
10.45 – 12.00	Teaching time (1hour and 15 minutes)
12.00 – 13.00	Lunch
13.00 – 13:05	Registration
13.05 – 15.15	Teaching time (2 hours 10 mins)
	Ten minute break may be taken at staff discretion

Total teaching hours per day: 4 hours 50 minutes includes worship

Total teaching hours per week: 24 hours and 10 minutes

Key stage 2 teaching day:

8.50 – 8.55	Registration
9:05 – 9:25	Worship Time
9:30 – 10.45	Teaching time (1 hour and 15 minutes)
10.45 – 11.00	Playtime
11.00 – 12.00	Teaching time (1hour)
12.00 – 12:45	Lunch
12.45 – 12.50	Registration
12.50 – 15.15	Teaching time (2 hours 25 minutes)

Total Teaching time per day: 5 hours 10 minutes

Total Teaching time per week: 25 hours 50 minutes

Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work in FS is planned on a half termly basis taking account of children's interests. Work in Key Stage 1 and 2 is planned using the Whole School Curriculum Rolling Programme which is flexible and is changed to suit the interests and needs of the children (see also curriculum plan). Teachers will follow the agreed Schemes of Work (where appropriate) with reference to whole school planning to ensure that programmes of study are effectively covered (KS2 coverage has been negotiated and shared with GCMS) balanced with child initiated tasks.

Staff will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils.

At Archbishop Runcie Church of England First School we are committed to following the programmes of study as required by the National Curriculum however we are not restricted by teaching purely through the Revised frameworks for Literacy & Numeracy nor the QCA schemes. We teach relevant topics that are close to the hearts and minds of our pupils. All planning is directly referenced to NC strands/ 6 areas of learning for EYFS, however learning is mapped by the children and staff. We must not underestimate how committed to learning children can be if given ownership.

Time Allocation per Week:

Whilst the following times are suggested we work flexibly and creatively to reflect the needs of our children. This means that activities are often cross-curricular time may be 'blocked' to give more appropriate opportunities.

KEY STAGE 1			
	Hours : minutes For subjects recommended to be taught each week	Total hours over one year of 36 weeks	Percentage of a 22 hours 30 teaching week
English	5:00 (minimum)	180	23%
Numeracy	5:00	180	23%
Science	1.30	54	7%
D & T	0.50	30	4%
ICT	1:00	36	5%
History	0:50	30	4%
Geography	0:50	30	4%
Art & Design	0:50	30	4%
Music	0:50	30	4%
PE	2:00	48	11%
RE	1:00	36	5%
PSHE &Citizenship	0:30	18	2%

KEY STAGE 2			
	Hours : minutes For subjects recommended to be taught each week	Total hours over one year of 36 weeks	Percentag e of a 23 hour and 20 minute teaching week
English	5:00 (minimum)	180	22%
Numeracy	5:00	180	22%
Science	2:00	72	9%
D & T	0:55	33	4%
ICT	1:00	36	4%
History	0:55	33	4%
Geography	0:55	33	4%
Art & Design	0:55	33	4%
Music	0:55	33	4%
PE	2:00	72	9%
RE	1:00	36	4%
PSHE&Citizenship	0:30	18	2%

Whilst recommended time allocations are recorded it is essential that teachers in each key stage use their professional judgement in deciding which aspects are to be taught discreetly and which are to be taught in a cross-curricular way. It is school policy that we seek to maximise cross-curricular opportunities. In addition it is not necessary to teach all foundation subjects each week. Work is 'blocked' to ensure detailed and relevant coverage depending upon the overall topic plan. This means in reality children will not have all subjects taught in a given week but will receive their entitlement over the course of a term/year.

Coverage of subject areas is monitored by Key Stage co-ordinators and the Headteacher. Staff work in teams to deliver the curriculum according to their strengths. Children often work in mixed age groups across the Key Stage (or sometimes across the school) in order to meet their needs.

APPENDIX 3

Classroom Management and Organisation:

The learning environment will be managed in such a way as to cater appropriately for the differing needs and styles of learning of individual and groups of children (see also SEN, EAL and Differentiation policies).

The classrooms and resource areas are organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be accessible and clearly & appropriately labelled;
- Writing resources will be available for use at all times, and will be centrally accessible;
- Throughout the school areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.;
- Pupils will be involved in (and increasingly responsible for) the maintenance and care of all equipment and resources;
- Resources are ordered by, and allocated to, Key Stages (rather than classes) in order to maximise potential for Key Stage working and effective use of resources.

Monitoring and evaluation:

Children's work is monitored and moderated in each of the core curriculum areas by the Subject Leader and the Deputy or Head Teacher. The leadership team will conduct termly scrutiny of work, focusing on particular subjects and/or sub-groups of pupils. All pupils in Years 1-4 have targets set in English & mathematics in terms of National Curriculum levels. Targets are based on all KS1 children making a minimum of three sub-levels progress per year and all KS2 children making a minimum of two sub-levels progress per year. These targets are reviewed throughout the year by the Class Teacher/ Maths Leader/ English Leader and Headteacher. Additionally, personal targets will be set and reviewed with the children and their parents on a termly basis.

In FS targets are set against EYFS and FSP.

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers employ a variety of strategies:

- Close liaison with parents and carers;
- Provision of an integrated topic based curriculum in all Key stages;
- Involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between Foundation and Key Stage 1 and from Key Stage 1 to Key Stage 2;
- Teacher observation;
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Listening
- Brainstorming
- Hot seating
- Talk Partners
- Developing a community of enquiry
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- 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
- Subject focussed weeks for opportunities of intense study

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work. Teachers should use their professional judgement in deciding on the format of lessons when teaching English and mathematics, to best meet the needs of the children, using relevant parts of the Primary National Strategies.

APPENDIX 4

Learning Styles and Processes:

Children enter school at different stages of development and learn in different ways. We recognise children can be broadly divided into three types of learners:

Visual

Auditory

Kinaesthetic

In the course of learning children develop their skills through a variety of processes.

These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Archbishop Runcie Church of England First School opportunities are organised to enable children to employ these skills and processes, and for them to develop their own strategies to gain knowledge and skills.

Practical opportunities to promote learning include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- Peer mentoring

At Archbishop Runcie Church of England First School we are keen to employ outdoor learning in all Key Stages. Foundation Stage use the outdoors for a minimum of 40% of their weekly timetable and KS1 and 2 build on this in subsequent years in order to engage a range of learners to their maximum potential. We have invested heavily in time and resources to make this possible, for example we have purchased an outdoor classroom equipped with tables, we have a central courtyard area and a gardening area which are used by the whole school. Staff have worked on developing further opportunities for outdoor learning through development of several Maths Trails suitable for all ages/abilities, as well as a fire pit and willow structures.

APPENDIX 5

Governors' Role:

It is the Governors' role to monitor and review the policy and its practice through:

- Regular visits to oversee the learning and teaching across the whole curriculum;
- Feedback to the Headteacher and teachers;
- Feedback to the curriculum and performance sub-committee;
- Reporting to the full Governing Body.

Additional responsibilities:

- To receive reports from the Headteacher and/or the Staff Governors.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Voluntarily helping in the classroom.
- Sharing with the teacher any problems their child is experiencing.
- Attending Parent Consultations and other meetings.
- Becoming actively involved in the implementation of the Individual Provision Plan, and any Special Educational Needs processes.
- Taking an active interest in their child's learning and promoting learning and positive attitudes at home (eg reading, spelling, research etc)
- Contributing relevant information to base-line assessment.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.
- Support learning at home
- Home-School agreement
- Support homework in Y4 Summer Term

Parents are entitled to access this, and other, policies as requested.

Community Role:

The community is invited to support the school by:

- Contributing to activities, such as Worship, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills (eg Church festivals)
- Supporting school events
- Voluntarily helping in the classroom.

Staff Role:

The staff supports the school by:

- Living out this policy as appropriate to their role (see job descriptions)
- Presenting themselves as positive role models to be emulated.
- Promoting and living out the ethos of the school
- Sharing practice and policies, as appropriate, with parents

- Managing the school day and resources to provide effective learning sessions appropriate to the needs of the pupils