



Teaching and Learning Policy

Knaphill Federation of Schools	
Policy: Teaching and Learning	
Governors' Committee Responsible: Children and Learning	
Policy Originator: M Sebo, J Concannon	Review Period: 3 years
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At Knaphill Federation of Schools, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

AIMS AND OBJECTIVES

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

The Knaphill 9

The Knaphill Lower and Knaphill Junior School each devised a Knaphill 9 with the staff which make up the 9 key elements that should be in every lesson every day. They are tailored for the different key stages:

The Knaphill 9 at Knaphill Junior School:

1. Positive environment that supports learning
2. All pupils and adults actively engage learning
3. Success Criteria provides direction
4. Maximum use of time and space
5. Differentiation to support and challenge
6. Variety of activities (visual, auditory and kinaesthetic)
7. Pupils demonstrate learning
8. Check all pupils make progress by using a variety of assessment for learning strategies
9. Pupils know how to improve

The Knaphill 9 at the Knaphill Lower School:

1. A positive place to learn
2. Child friendly learning objectives
3. Steps to Success (Success Criteria)
4. Challenges that are right for us (Meet It, Beat It, SMASH IT!)
5. Time to talk and share ideas
6. Exciting, engaging activities (VAK)
7. Time to use what we have learnt
8. Opportunities to edit and improve
9. Celebrate all effort and achievements

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- have access to and engage with a broad and balanced curriculum of skills, concepts and knowledge;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- provide children with clear guidance as to how they can improve their work;

- embed children’s knowledge, understanding and skills securely;
- develop curious and interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- be able to pose questions, investigate and answer them;
- write interestingly and coherently;
- read with understanding, enjoyment and for a variety of purposes;
- be able to listen with concentration and understanding;
- have the basic concepts of mathematics and be able to apply them;
- have knowledge and appreciation of both the local environment and the world at large from historical, geographical and scientific aspects;
- learn to embrace and understand technology and to learn to use it appropriately;
- learn and understand how the body works and grows;
- learn and understand the importance of fitness and health and develop physical skill;
- be happy at work and play;
- understand how they themselves best learn.

KEY CHARACTERISTICS OF THE SCHOOL

- The Knaphill Federation of Schools are both three-form entry. Knaphill Lower School also has a maintained Nursery.
- We value excellence in both achievement and effort in academic, musical, artistic, dramatic and sporting areas.
- We strive for high academic standards for children of all abilities.
- Work is planned as appropriate for children's abilities; including the very able.
- We teach a mastery curriculum where children embed concepts and deepen their understanding, so that they are ready for the next stage in their education.
- We have a broad and balanced cross-curricular based curriculum to provide opportunities for excellence.
- Children’s spiritual, moral, social and cultural development and promotion of fundamental British values are at the heart of the school.
- There are small intervention groups in English and Mathematics for children who need support.
- There are small booster groups in English and Mathematics for children who are not making expected progress.
- We regard homework as important in all years to support the work done in school.
- We teach children French.
- We try to create a community based on independence and individual responsibility.
- Children are increasingly expected to take responsibility for their own property, work, homework and behaviour.
- There is a house system incorporating rewards for conduct, work and sporting events.
- We have a Pupil Parliament in both schools and House Prefects and monitors in Year 6 to build up children's responsibilities within the school.
- We make extensive use of our environment which includes a library, a computing room, a large playing area, games field and wildlife area.

- We provide opportunities for children to take part in a wide range of extra-curricular activities including residential trips in Year 4, 5 and 6.
- Teaching assistants support the work of class teachers, giving additional support to children where needed.
- We value and encourage the involvement of parents in many varied aspects of school life.
- We include the children in all aspects of school life, for example through the Pupil Parliament and in Year 3, 4 5 and 6, through Playmaker's, peer mediators, Reading Ambassadors and Digital leaders.

EFFECTIVE LEARNING AND TEACHING

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Support Plan. We have high expectations of all children, and we believe that their work here at the Federation of Knaphill Schools is of the highest possible standard.

We ensure effective **learning** through:

- Child-centered challenge
- Investigation and problem solving
- Whole class, group, partner and independent learning opportunities
- Effective questioning
- Use of technology
- Enrichment opportunities
- Cross-curricular links
- Use of the outdoor environment
- Targeted intervention/support
- Encouraging children to be their own learning coach

We ensure effective **teaching** by:

- Creating inclusive, purposeful classrooms
- Planning to meet the needs of all children
- Challenging children
- Meeting the needs of the whole child
- Allowing children to take risks with their learning
- Developing knowledge and understanding of learning powers
- Use assessment and data to inform planning
- Giving productive feedback

EFFECTIVE LESSONS

To support our Knaphill 9, to be effective, we believe that all lessons should include:

- **Learning Objectives**
- **Success Criteria or Steps to Success**
- **Differentiation**
- **High Expectations and Challenge** – including flexible groupings to allow children to be their own learning coaches
- **Progress** – all children should make progress from their starting point
- **Pace** – a range of tasks/activities to keep children engaged and active in their learning
- **Range of questioning techniques (Blooms)**
- **Assessment for Learning (AfL)** – mini-plenaries/self-assessment opportunities
- **Pupil involvement** – taking ownership of the success criteria, actively involved in learning
- **Resources** – technology and the use of adults to enhance learning
- **Modeling** – adults and pupils used to model learning, behaviour and expectations
- **Use of the Environment** – working walls/displays

Behaviour for Learning

At Knaphill Federation of Schools, we believe that children learn best when:

- They are secure, happy, relaxed and confident
- They are not afraid to make mistakes
- They respect their work and the work of others
- Relationships are positive
- There is a consistent framework of values shared by school and home

To foster these relationships, we aim to make all areas of the school calm and purposeful. We celebrate children's learning through class rewards, star of the week and 'Celebration' assemblies.

CURRICULUM

We aim to work together to ensure consistency throughout the school by developing a creative, skills based curriculum. We offer a broad and balanced curriculum based on the statutory requirements of the National Curriculum and Early Years Foundation Stage Curriculum. Each year group has a curriculum outline and medium term plans to show progression of knowledge, skills and understanding across all areas of the curriculum.

Year group curriculum outlines can be found on the school's website. Teachers inform parents of what will be taught each term through curriculum meetings/newsletters and the curriculum outline booklet. These are sent home to all parents and can be accessed online for reference.

LEARNING OBJECTIVES AND SUCCESS CRITERIA/STEPS TO SUCCESS

'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.'

- (An Intro to AfL, Learning Unlimited, 2004)

'A learning objective and success criteria describes what pupils should **know, understand** or **be able to do** by the end of the lesson or series of lessons.' (Learning Unlimited, 2004)

We believe that Learning Intentions:

- Identify new learning
- Focus on transferable skills

For each lesson or series of lesson teachers will:

- Identify what pupils will be **learning** (L.O)
- Explain the **reason** for the learning (This is because...)
- **Share** (and sometimes negotiate) the learning and the reason with pupils at the beginning of the lesson or activity
- Separate the learning and task in order to focus on the **learning**
- Present these in **language** that pupils can understand
- **Revisit** the learning intention throughout the activity/lesson

Learning objectives and success criteria/steps to success focus on **knowledge, skills** and/or **understanding**. Learning Intentions are decontextualized so that they focus on skills which are transferable. By sharing the learning objective and success criteria with the children, they are clear on what they are learning and are able to transfer the skill, knowledge or understanding to other lessons and/or subject areas. By sharing the reason for learning, we aim to motivate the children to make connections in their learning. Where possible, we aim to put it into real-life contexts. The learning objective and success criteria is always displayed in the lesson and is stuck in the children's books.

Learning objectives identify what the children will be learning and why, Success Criteria/Steps to Success enable children to recognise success.

We believe Success Criteria/Steps to Success are important because:

- It improves pupils' **understanding** by keeping them informed about how they will be assessed
- It **empowers pupils** because it involves them in their own performance and learning
- In time, pupils who have experience of working to success criteria and contributing to the development of success criteria are more apt to take an **independent approach to learning**, as they understand how the criteria applies to their learning. They then are able to use these to assess their own achievements, address their own concerns and identify areas for improvement
- Success criteria/steps to success also allow you and the pupils to give **accurate feedback** – they keep you and the pupils focused on the criteria that the work will be assessed against

'... Success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention – the main things to do, include or focus on.'

- Shirley Clarke

All lessons will have a Learning Objective and Success Criteria/Steps to Success stuck in their books. Adults and children are expected to refer to these throughout the lesson. At the end of the lesson, all children are expected to reflect on and review their own learning and to think about what their 'Next Steps' might be. Teachers will take this into account when marking learning and providing feedback.

PLANNING AND CURRICULUM ORGANISATION

Planning

Planning is the key to our work. It is seen in 3 ways:

Long term: The programmes of study for each curriculum area and the topics that aim to provide the continuity and progression over the whole key stage.

Medium Term: Individual teachers' plans for the delivery of each curriculum area for the term (The Forecast). These identify Learning Objectives, Key Questions, Activities, Resources and Assessment opportunities.

Short Term: Daily and weekly plans by teachers, where teachers refer in detail to lesson objectives, skills objectives, success criteria, activities and resources, the assessments and the approaches and techniques to be used with reference to the different abilities within their class.

Year groups plan together each week to ensure there is consistency and differentiation across sets. The Head of School regularly attends planning meetings to further support and share expertise. All teachers have access to a computer during planning meetings, allowing all planning to be word processed. All planning is filed and saved onto the school network for future reference and monitoring purposes.

The long term and medium term planning is monitored and reviewed regularly by subject leaders and the Senior Management Team.

Support staff are invited to planning sessions and engaged in their own planning process. Each TA has a weekly timetable and plan detailing which lesson they are supporting, the child or children they will be working with and the learning objective they will be working on.

CURRICULUM STRUCTURE AND ORGANISATION

Subjects and Topics

The school aims to use both subject and topic-based teaching where appropriate. In the main, Maths and more formal aspects of English are taught as separate subjects in the Maths and English hours. The topics may have a History, Geography or Science/Computing theme and also draw upon English, Computing, Art, Music, P.E., Dance, and R.E. Themes and dimensions such as Multi-Cultural education, equal opportunities, Personal, Social and Health Education, and environmental issues may also be most effectively addressed in a cross curricular way. It is acknowledged that to cover the full requirements of the National Curriculum, there may also be separate lessons on any of the subjects. Computing is used in a variety of ways, both as a discrete subject, and to support all subject areas. Each term we review opportunities for cross curricular links and consider opportunities for creativity and outdoor learning. We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

We deploy Teaching Assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

BREADTH BALANCE AND CONSISTENCY

The breadth, balance and consistency across the curriculum are addressed through the planning in the long term, to ensure adequate coverage of National Curriculum requirements and the wider school curriculum. The termly planning and review gives further opportunity to assess the effectiveness of our work. The short term planning and assessment of pupils provides the means of ensuring every child is receiving a broad, balanced curriculum consistent with their ability and meeting individual, group and school targets.

GROUPING

The classes are organised as mixed ability groups. All work is differentiated to meet the needs of all learners within the class for every subject.

MARKING AND FEEDBACK

Marking has two purposes. One; students act on feedback and make progress over time. Two; it informs future planning and teaching. It is a dialogue between teacher and student. Adult marking should be something that children use to understand and try to improve; the aim of effective marking is to get children to engage with the feedback and then take action in order to improve their learning. Research by the Sutton Trust has shown that quality feedback has the most impact on learning. Dylan William (2011) has stated that feedback should:

- Cause thinking
- Provide a recipe for future action
- Be broken down into small actions
- Must be focused on one area of aspect at any one time

At the Federation of Knaphill Schools, we believe that:

- Feedback must require or lead to a response
- Feedback needs to be as immediate as possible
- Oral feedback has the most impact
- Children must be given time to respond to feedback
- Using mini-plenaries to reflect on learning enables children to immediately respond or make changes in order to be successful

All teachers are expected to respond to children's learning in a constructive way. Teachers should use the learning objective and success criteria/steps to success as a basis for marking and feedback, however, it is important that we have high standards of English. Therefore marking of spelling and grammar, (across all areas of the curriculum), should be addressed appropriately.

Regular, high quality marking will:

- Improve children's knowledge, skills and understanding
- Build positive relationships between adults and children
- Improve presentation
- Allow teachers to evaluate teaching and reflect on next steps
- Allow children to value what they do
- Improve behaviour through high expectations

At Knaphill Junior School, teachers respond to children's learning using pink pen and teaching assistants use purple pen. Children are expected to acknowledge and respond to marking comments using green pen. At the Lower School, teachers alert pupils that a response is needed by drawing a Response Rabbit. Children look for the Response Rabbit and respond to questions or feedback. In order for response to marking to have impact, adults need to ensure that the feedback comments can be actioned clearly.

For more information regarding marking, please refer to the Marking and Feedback Policy.

ASSESSMENT

Assessment is intrinsic to the learning culture and provision at the Federation of Knaphill Schools. Children's progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning, whilst taking into account the needs of individual children. We set academic targets for the children in each academic year against age expected objectives and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set new targets.

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their learning
- To allow teaching teams to plan learning that accurately reflects the needs of each child
- To help our children understand what they need to do next to improve their work
- To work towards all children achieving the expectations
- To provide regular information for parents that enables them to support their child's learning
- To contribute towards accountability data

Formative Assessment

Assessment for Learning – is used to identify where the children are at on a daily basis and where they need to go next.

AfL is the process of *“seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”* (Assessment Reform Group 2002)

AfL underpins the planning process and focuses on improving learning in meaningful and tangible ways.

Formative assessment at the Federation of Knaphill School consists of:

- A learning culture, where teachers and children believe all children can succeed
- **Children assessing** their learning against the learning intention and success criteria/steps to success and identifying their next steps
- **Specific feedback** (oral and written) based on learning objectives and success criteria to move learning on and “diminish the difference”
- **Effective questioning** to establish understanding
- **Adjustment** of learning during lessons and between lessons based on the learning progress
- The **adaptation of planning** of learning provision based on the learners needs and the expectations of the National Curriculum (2014)

Summative Assessment

Assessment of learning will provide summative information at key points throughout the year and enable us to track progress against the Federation of Knaphill School's 'expectations', individual and year group targets. It will allow us to fulfil our statutory requirements in terms of End of Key Stage data, and provide accurate information to all stakeholders, including children, parents and guardians, Governors, School Improvement Partners, subject leaders and the Strategic Leadership Team. It will also support the transition process between key stages.

At the Federation of Knaphill Schools, summative assessment, (assessment against ELG and End of Year expectations), consists of:

- Independent assessment tasks / opportunities
- End of unit assessments
- Moderation of a range of independent learning (internal and external)
- The administration of standardised tests (e.g. PM Benchmarking)

For more information regarding assessment, please refer to the Assessment Policy.

THE LEARNING ENVIRONMENT

We believe that the ethos of the school is reflected through quality displays, pictures, objects and resources that appear in classrooms and throughout the school. We strive to make our classrooms attractive learning environments. It is important that displays and resources are accessible to children. Displays are changed regularly and staff ensure that the classroom reflects and supports the learning (working walls) as well as celebrate the achievements of all children. Every class has a writing wall, which is updated weekly; an interactive Maths and science display. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English, Maths, science, topic and SMSC. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children.

We believe pupils learn best when:

- Their classroom is attractive, well organised and tidy
- There is sufficient and suitable good quality resources accessible to the children
- They are given time to concentrate on a task, without other distractions
- They are in situations where they can articulate their own thoughts, listen to and appreciate others' points of view
- There is a high level of motivation
- The school is organised to promote independent learning

As adults we must:

- Provide an environment which creates the maximum potential for learning
- Ensure that children have sufficient space and time to organise their learning and be able to think
- Ensure that children know where resources are kept and have access to them
- Encourage children to take responsibility for the care and maintenance of the school/classroom environment

RELATIONSHIPS AND ETHOS

We believe pupils learn best when:

- They are secure, happy and relaxed and confident
- They are not afraid to make mistakes and their attempts are valued
- They are treated with respect by their peers and all adults
- They respect their work and the work of others
- Pupil/pupil, pupil/adult, parent/teacher relationships are positive
- There is a consistent framework of values shared by school and home

As adults we must:

- Work to develop good relationships with children
- Get to know each individual child and their needs
- Look for positive qualities in each individual and make the child aware of those qualities
- Provide a good example for the children
- Encourage independence
- Encourage children to view mistakes as a natural and important part of the learning process
- Establish positive home – school links where the family feel actively involved in the education of the child

THE ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies, in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are, in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Headteacher's reports to governors, as well as a review of the in-service training sessions attended by our staff.

THE ROLE OF PARENTS/GUARDIANS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies for teaching English, Maths and health education;
- Holding termly curriculum meetings in each year;
- Sending information to parents at the start of each term, in which we outline the topics that the children will be studying during that term at school;
- Keeping the website up to date with curriculum and assessment information;
- Sharing information with parents, in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

HOMEWORK AT KNAPHILL JUNIOR SCHOOL

In a week it would be reasonable to expect children to:

Read at home every evening
Learn and practise tables or number facts
Learn and practise spellings for a weekly test

In addition there will be some:

English work
Mathematics
Topic work, in the form of a termly project

The amount of homework should build up over the children's 4 years.

Set homework should take a maximum of half an hour for each assignment. Children will have a reasonable amount of time from the date set in which to complete work, that is, not the next day, so they can spread work over the week. Homework is spread out over the weeks so children are not completing English, Maths and topic all at the same time. Occasionally, children may be asked to finish off some classwork, which will be needed for the next day.

For each class or set, the homework is given and due in on regular days. The pattern set at the beginning of the year will stay the same throughout that school year. It is anticipated that parents will take an interest in the child's homework, so that the work is valued. We ask parents to help their children put together a homework timetable, provide a quiet space for the work to be done and ensure all homework is completed and given in on time. It is important to avoid overload for children and the homework diary is a useful aid.

HOMEWORK AT KNAPHILL LOWER SCHOOL

In a week it would be reasonable to expect children to:

Read at home/share a book with an adult every evening
Learn and practise phonics/word boxes/high frequency words
Learn and practise spellings for a weekly test
Learn and practise number bonds and simple number facts

In addition in Year 2 there will be some:

English
Mathematics
Science

The amount of homework should build up over the children's 3 years.

TRANSITION BETWEEN KEY STAGES

The majority of the Year 2 pupils at Knaphill Lower School transfer to Year 3 at Knaphill Junior School, so the greater part of our work on Key Stage 1 / Key Stage 2 liaison is within our own Federation. Transition is thorough to ensure a seamless transition.

In the summer term the following events are organised:

Year 3 class teachers and the SENCO visit Year 2 teachers to meet the children coming up and discuss teaching strategies and resources. The SENCO works across both schools so there is a robust system in place for transferring information to the new teachers.

A transition morning takes place in the summer term where Year 2 meet their class teacher, see their new classroom, experience play time and are taken on a tour of the school by their Year 5 buddy. New Year 3 parents are invited and attend a meeting run by the Head of School and Year 3 leader. This day is organised for the same day that the Year 6 children visit their new secondary schools.

When the children join Knaphill Junior School in September, they are re-united with their Buddies, who can support them and help them settle into the school's routines and procedures.

The children's Key Stage 1 records are passed on electronically from the Lower School to the Junior School. Records of Achievement and any other necessary paperwork are passed on in person or by post. Records of Achievement include National Curriculum Attainment, remarks on general attitude, behaviour, physical and creative development. Feedback on the reports from parents is welcomed and an informal parents' meetings arranged in July are for this purpose. Year 3 teachers cross moderate some of the children's writing with the Year 2 teacher's during the summer term.

There is a great deal of informal liaison across the Federation, between the staff of Knaphill Junior School and Knaphill Lower School, in addition to the planned subject staff meetings and shared Inset.

In Service Training dates are set in consultation with the Infant School and are always on the same days. In the same way, co-ordination is exercised in planning events such as concerts, fairs, non-uniform days, sports days and swimming events etc.

SECONDARY TRANSITION

The children leaving Knaphill Junior School depart to different destinations, but the main schools are Woking High and Winston Churchill. The school, through the Head of School, Assistant Head/SENCO and Year 6 teachers, prepare transfer records for all children when they leave, and ensure these are passed to the receiving schools. This may be done through the parents of those children who are moving abroad or into the independent sector. SATs information is transferred electronically.

We invite visits from teachers of receiving Secondary schools and encourage pupils to attend visiting days at their prospective Secondary schools. (The SENCO endeavours to speak personally to the SENCO of all receiving Secondary schools.) We share with parents the concern to find the appropriate Secondary school for each child. Confidential meetings with parents, regarding Secondary transfer and school options are welcomed.

MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.