



Blue Sky Federation
Erpingham and Northrepps Primary Schools

Formally adopted by the Governing Body of	Blue Sky Federation
On	
Chair of Governors	
Executive Head Teacher	
Last updated	September 2018
Review	September 2019

Teaching and Learning Policy

Teachers are here to teach and pupils are here to learn.

At the Blue Sky Federation we use a variety of teaching methods which are varied to suit the need of the class, groups or individuals so that all pupils achieve their potential. Teaching includes whole class teaching, small group teaching and one to one teaching. Pupils are often grouped according to ability within classes for different lessons, but groups are also made according to friendships, individual learning needs and interests.

When a pupil joins us in the Reception year they follow the Early Years Foundation Stage Curriculum. Throughout Years 1 – 6 the pupils are taught all the subjects of the National Curriculum plus RE. Lessons cover English, mathematics, science, topic work (history, geography and religious education), physical education, ICT, music, a foreign language and PSHE.

At The Blue Sky Federation our philosophy is to give each pupil at our school access to the full range of learning opportunities that we offer here regardless of gender, ethnic origin or physical ability. We aim to provide a broad and balanced curriculum, including but extending beyond the Foundation Stage Curriculum and National Curriculum, appropriate to each pupil's needs.

Our curriculum is designed to develop knowledge and skills and our teaching facilitates this. We will develop the skills of listening, speaking, observing, investigating, recording and communicating. We will teach pupils to apply skills learnt in one area of the curriculum to aspects of their work in other areas of the curriculum, as appropriate. We will encourage pupils to see links between the different subject areas through a cross-curricular approach. We will help our pupils acquire knowledge of how to work in each subject – the processes and thinking skills necessary to attain and retain knowledge. We will provide a wide range of resources to facilitate learning.

We want our pupils to:

- Experience a safe and stimulating environment
- Access a full range of learning styles
- Engage in fun, stimulating and active learning

- Learn in a variety of settings – both in and out of school and with other schools
- Feel empowered to contribute and to know that their contribution will be valued
- Be challenged
- Gain the self-confidence to branch out and experiment with their own ideas within any educational setting
- Learn from their mistakes and gain confidence from trial and error methods
- Use their initiative to solve problems independently or as part of a team.

We will use the following teaching styles, as appropriate to the learning objective:

- Individual, 1:1 focused on specific interventions
- Pairs
- Differentiation by ability and need within the class
- Small groups e.g. for SEN or EAL work, Booster groups, House Teams, etc.
- Whole class teaching

As effective teachers we will:

- Deliver the Early Years Foundation Stage Curriculum and National Curriculum (as prescribed by law) and more
- Plan efficiently and cohesively an inspiring and engaging curriculum. Learning will be linked to life experiences and purposeful.
- Plan in advance and with clarity making provision for different learning styles
- Ensure continuity and progression across and between our mixed-age classes
- Find the right starting point for each pupil, ensuring appropriate differentiation
- Set clear learning objectives as questions for each lesson shared with the pupils so that both pupils and other adults in the classroom know what they are learning
- Evaluate and assess work undertaken with regular, informative marking with pupils and give pupils time to respond to feedback
- Use the outcomes of assessment to inform planning for future learning
- Consider factors which influence a pupil's ability to learn and communicate concerns within school
- Ensure good communication about each pupil's learning (e.g. through the use of Reading Diaries, as well as verbally with parents, external agencies, other school settings, staff meeting discussions, etc)
- Engage in continuing professional development, keeping abreast of initiatives and reflecting on how to improve our practice
- Set high expectations with challenging individual targets for each pupil (and shared with their parents) which are then monitored across the year
- Provide a safe and nurturing ethos within which to learn (including taking risks to learn through mistakes)
- Provide a positive, caring and stimulating environment which is both bright and attractive indoors and outdoors
- Provide a good range of quality resources to support autonomous learning
- Show respect for each other in the way pupils and staff address and respond to one another
- Involve parents, full and part time teachers, Learning Support Assistants and all involved in the pupil's life, in a partnership with this school working towards shared goals through our "Open Door" policy
- Expect the highest from every pupil
- Rigorously enforce expectations including learning behaviour and presentation of learning

Our approaches to learning will be based on:

- A pupil initiated, active learning approach in the Early Years
- A multi-sensory approach
- The use of independent enquiry
- Supporting pupils in their learning, through provision of resources and appropriate homework
- Modelling skills to be acquired
- Guided learning, especially with reading and writing skills
- Shared learning e.g. Circle Time activities and assembly work
- Involvement of parents and other helpers within and outside the classroom
- School trips out and visitors into the classroom
- External and internal resources and expertise e.g. Cluster school sports links
- Multi-cultural links and an understanding of and celebration of diversity
- Involving the local community
- Helping others, including charity work, citizenship and pastoral care

We will ensure consistency by:

- Good communication and joint planning
- Internal and external moderation and standardisation of work by all staff e.g. by subject, by ability across the school, and by monitoring achievement across school years
- Regularly reviewing our school policies and approaches to our teaching
- Making explicit our expectations to all pupils and giving pupils time to respond to feedback

Effective Learners

We will follow this policy so that pupils become effective learners. An effective learner is:

- ✓ Resilient
- ✓ Resourceful
- ✓ Articulate
- ✓ Independent
- ✓ Organised
- ✓ A critical thinker
- ✓ Receptive
- ✓ Calm to learn

Presentation Standards

- ✓ Written work to be completed in pencil until a pupil achieves a pen license (reviewed termly) then in black pen
- ✓ Pupil editing must be in purple pen
- ✓ Straight lines are to be drawn in pencil, using a **ruler**
- ✓ No graffiti or doodling
- ✓ Space is used well – no blank spaces or pages left
- ✓ Handwriting is neat, careful and joined
- ✓ Loose sheets to be stuck neatly into books
- ✓ All work starts with a title and date, underlined with a ruler