



## **WILDRIDINGS PRIMARY SCHOOL**

### **Teaching and Learning Policy**

		<b>Signature</b>	<b>Date</b>
<b>Headteacher</b>	<b>Mr Simon Cope</b>		
<b>On behalf of the Governing Body</b>	<b>Mrs Sarah Hey</b>		

<b>Reviewed by SLT</b>	<b>March 2017</b>
<b>Approved by FGB</b>	<b>May 2017</b>
<b>Next Review</b>	<b>June 2020</b>

**Wildridings Primary School**  
**Teaching and Learning Policy**

**Aims**

Wildridings Primary School provides teaching and opportunities for learning which aim to:

- Promote and sustain a lasting thirst for knowledge and love of learning.
- Enable all children to acquire the knowledge, understanding and skills necessary to prepare them make an effective contribution to adult life.
- Provide opportunities for academic, technical and sporting excellence.
- Prepare all children for life as effective citizens by developing spiritual, personal, social, cultural and environmental understanding.

**Content**

To achieve these aims the school teaches:

- The content specified in the Early Years Foundation stage (EYFS) Curriculum and Key Stages One and Two National Curriculum for England.
- The content specified in the Bracknell Forest locally agreed syllabus for Religious Education.
- The content specified in the PSHE Association suggested programmes of study for Key Stages 1 and 2.

**Teaching and Learning**

To promote and sustain a lasting thirst for knowledge and love of learning, the school:

- Links related areas of learning together in cross curricular projects lasting several weeks or shorter missions lasting a number of days.
- Plans outcomes to these projects and missions that involve the application of learning acquired and the use of higher order thinking and creative skills.
- Provides opportunities to use different learning environments, including the Computer suite; Nurture room and outdoor areas.
- Provides regular educational visits and educational visitors.
- Celebrates learning in a variety of ways including displays, assemblies and project celebrations.

To enable all children to acquire the knowledge, understanding and skills necessary to prepare them make an effective contribution to adult life, the school:

- Uses phonics teaching based on Letters and Sounds and Phonics Play, together with milestones, to support the acquisition and development of language and literacy.

- Uses Barbara Carr scheme of work for Mathematics and the lines of mathematical development set out in the school's calculation policy.
- Uses the lines of development and attainment milestones set by curriculum leaders. These are largely based upon the Essentials curriculum materials.
- Monitors attainment data against National Curriculum descriptors for Reading, Writing and Mathematics for all children every half term.
- Reports attainment against National Curriculum descriptors in all other subjects annually.
- Monitors ongoing progress against attainment milestones provided by subject leaders recording attainment at the end of Years 1, 2, 3, 4, 5 and 6 for each child.
- Closely monitors the progress of groups and individuals and uses this information to provide additional support, including the use of outside agencies where appropriate, to support progress.
- Sets regular home learning, where appropriate, and provides regular opportunities for school staff to share information with parents and carers to support learning outside school.

To provide opportunities for academic, technical and sporting excellence, the school:

- Organises its curriculum in lines of hierarchical milestones so it is clear how teachers can progress children's learning to the next milestone once they have achieved the previous one.
- Identifies groups of high attaining pupils and, where appropriate, provides differentiated teaching for them.
- Provides a specialist teacher for Physical Education.
- Provides a specialist IT teacher.
- Works with secondary schools to develop and share expertise.
- Enters a wide range of sporting, cultural and technical events and competitions.

To prepare all children for life as effective citizens by developing spiritual, personal, social, cultural and environmental understanding, the school:

- Uses PSHE teaching to develop the understanding and skills of personal responsibility.
- Provides regular assemblies to develop understanding of personal spirituality and beliefs as well as community values.
- Provides educational visits and visitors that enhance the children's cultural understanding.
- Uses rewards to reinforce social understanding.
- Works with outside agencies to extend provision as children learn to deal with personal and physical changes and changes in their schooling.