



WILDRIDINGS PRIMARY SCHOOL

Teaching and Learning Policy

		Signature	Date
Headteacher	Mr Simon Cope		
On behalf of the Governing Body	Mrs Tracey Wright		

Reviewed by SLT	November 2020
Approved by FGB	9 th December 2020
Next Review	June 2023

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 to 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:

- A wide ranging curriculum designed to engage our children in challenging and interesting topics.
- 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, in addition to the classroom, including:- the outdoor areas; the Computer suite; Nurture room and outdoor areas.
- Provides periodic / termly educational visits and educational visitors.
- Celebrates learning in a variety of ways including displays, assemblies, parent open days and project celebrations.

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

- Teach phonics from EYFS through to Year 3 using the Sounds-Write scheme. This is a cumulative, structured, systematic synthetic phonics programme which supports pupil's skill development of reading, spelling and writing. The programme focusses on teaching the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell.
- Foster a love of reading from EYFS through to Year 6 by using and sharing a wide range of quality texts throughout the curriculum.
- Uses Barbara Carr and the White Rose Hub schemes of work for Mathematics and the lines of mathematical development set out in the school's calculation policy.
- Uses the Cornerstones scheme of work to acquire knowledge and skills in a creative way to promote a love of learning.
- Provide staff with regular and personalised training opportunities to ensure teachers demonstrate strong knowledge across a range of subjects.
- Monitors attainment data against National Curriculum descriptors for Reading, Writing and Mathematics for all children every half term. Teachers make ongoing assessments of each child's progress and use this information when planning their lessons.
- Reports attainment against the national curriculum descriptors in all other subjects annually.
- 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.
- Use both formative and summative assessment to support pupils and enable them to move onto their 'next step.'
- Regularly feedback to pupils about their own progress through discussion and marking of work. This is often done verbally while a task is being carried out to ensure a learning discussion can take place between the teacher and pupil.
- Learning is differentiated and teaching strategies are adapted to ensure pupils working below ARE or with SEND are included within the curriculum and supported to make 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.
- Keeps classrooms which are attractive and dynamic learning environments. We change displays regularly, so that the classroom reflects the topics studied by the children. We use displays as learning prompts for the children; ensuring that current Maths and English learning is displayed and referred to. We ensure that children's learning is celebrated through displays and use of the website.

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

- Organises its curriculum to provide opportunities for challenge and learning in greater depth
- Identifies groups of high attaining pupils and, where appropriate, provides differentiated teaching for them.
- Provides specialist coaches for Physical Education.
- 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 and respect for others, this includes health and wellbeing, relationships and living in the wider world
- Provides regular assemblies to develop understanding of personal spirituality and beliefs as well as community values.
- Boxall Profile assessments are used to support pupils learning behaviours and well-being.
- Provides a broad and balanced curriculum which also includes aspects of the fundamental British 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.