



Burford School and Nursery

'Enjoy, Achieve, Succeed Together'

Key Stage 1 & 2 Teaching & Learning Policy

Date policy adopted by Governing Body: September 2023	Date of next review: <i>September 2026</i>
This policy will be subject to review every three years by the Governing Body or more frequently in the light of changes in legislation	

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A PRINCIPLES OF TEACHING AND LEARNING

A1. Definition, aims & objectives

This Teaching and Learning Policy for Key Stages 1 and 2 has been approved by the staff and Governors of the school, and works alongside Burford's Early Years Foundation Stage (EYFS) Policy. Burford School is a welcoming and inclusive school set in the heart of its local community. Learning is the purpose of the whole school and is a shared commitment. At Burford School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. We believe it is our duty to ensure that when the time comes for our pupils to leave, they do so with the skills they need to be happy, healthy and successful learners open to future experiences. Our aim is for all pupils to enjoy, achieve and succeed whilst at Burford and to continue this through life.

This policy takes due consideration to the SEND Code of Practice 2015, the Children and Families Act 2014, Equality Act 2010 and Education Act 2011. Please refer to the school's Special Educational Needs and Disability Policy for further information.

A2. Ethos & values

Our school values have been created by class teachers and the children of Burford School. These values represent what we, as a school community, believe are the most important qualities to show to others and uphold in ourselves. These values define who we are:

- Respectfulness
- Responsibility
- Kindness
- Perseverance
- Honesty
- Resilience
- Curiosity

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging Burford curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, responsibility, kindness, perseverance, honesty, resilience and curiosity
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

B. KS1 & KS2 TEACHING AND LEARNING AT BURFORD SCHOOL

B1. Planning & Teaching

a) National Curriculum

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. At Burford School, we have adopted an Inclusive Quality First Teaching (IQFT) approach based on recent cognitive scientific research to ensure all learners are challenged to make expected or better progress. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

We use the objectives from the National Curriculum and strategies for English and maths to underpin the taught curriculum. English is at the heart of our curriculum and where possible, explicit links to applying English skills in other areas of the curriculum are promoted. Teachers plan lessons using national frameworks to ensure children receive their entitlement. Teachers may use schemes of work as a starting point, but are expected to add their own creative ideas. Wherever possible, links are made to real life experiences to make the curriculum relevant. Links are made between areas of the curriculum with non-fiction reading and writing being taught through cross curricular links. We aim to make the curriculum reflective of, and responsive to, the cultural background of our pupils.

b) Burford Curriculum

At Burford School, we are fortunate to have excellent green space available on our school site. This learning space is carefully planned to enhance Burford's learning offer. The children have a designated outdoor learning provision to enhance their learning experience by bringing the curriculum to life and promote pupil wellbeing. In addition, to enrich the curriculum offer, throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. STEM (Science, Technology, Engineering and Maths) week, World Book Day and Creative Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

Staff plan for opportunities for all pupils to engage and take ownership of their learning. They do this by:

- promoting a Growth Mindset and building on resilience and perseverance
- plan for opportunities for pupils to work collaboratively and, where possible, outdoors
- actively encourage all pupils to reflect upon what they have learnt that they did not know before

- providing opportunities to deepen and enrich their learning so that they are sufficiently challenged through a 'spiral curriculum' approach
- supporting pupils with appropriate resources including one to one and focus group work with a teacher or teaching assistant
- promoting which part of the 'Burford Body' they are using to successfully meet the demands of the task set (ref. PSHE Policy)
- planning to support those children with barriers to learning (ref. Burford's SEND Policy)

c) **Outcomes**

At the heart of everything we do, the physical and mental wellbeing of our children is paramount and we endeavour to develop the whole child in every lesson taught. It is our aim at Burford School that all pupils make progress, enjoy learning, and develop essential life skills.

d) **Parents**

We encourage our parents to work in partnership with us to promote our school values and support their children at home by:

- listening to their child read regularly
- helping their child with their homework
- encouraging them to do their best and not give up
- ensuring that their child is punctual and attends school

B2. Assessment

Assessment at Burford School is led by the KS2 Assistant Headteacher, in association with the Headteacher and Assessment Governor.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their learning.

In the following year groups, statutory assessments are taken by pupils:

- Early Years Foundation Stage (EYFS) – Reception Baseline Assessment is carried out in the first 6 weeks of children starting school
- Year 1 – Phonics Screening Check. This check is taken at the end of Year 1 (and Year 2 for children who have not yet met the threshold)

- Year 4 – Multiplication Tables Check. This is taken at the end of Year 4 by pupils to test their tables fluency and rapid recall
- Year 6 – End of Key Stage SATS (Statutory Assessment Test). Reading, Maths and Grammar, Punctuation and Spelling tests are taken in May in Year 6. Writing is Teacher Assessed

In addition, summative assessments are taken throughout the year to inform how well pupils are progressing. This information is shared with parents mid-year at the parent/pupil meeting and at the end of the academic year through the pupils' end of year report.

Examples of how we assess include:

- group discussions
- PiXL tests in which pupils write answers
- Maths No Problem (MNP) end of unit checks and termly tests
- discussions in which children are encouraged to appraise their own work and progress
- pupil observations
- SATs

Feedback to pupils about their own progress is achieved through discussion and the marking of work (ref. Feedback Policy). Effective feedback:

- helps children understand how to improve and comments aim to be positive and constructive
- is often done while a task is being carried out through discussion between child and teacher
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task

All results from assessments are analysed and used to inform future planning.

Cross phase continuity is ensured by:

- pre-school liaison meetings
- cross-phase liaison meetings
- in-school liaison meetings between staff
- liaison meetings between Year 6 teachers and those from prospective secondary schools

- visits to secondary schools by Year 6 pupils
- transfer of pupil records of progress and summative assessment results
- working moderation parties between Burford School and other schools in Marlow

Reporting to parents is done in the autumn and spring term through consultations and targets, and in the summer term through an annual school report. Results of individual pupils' assessments are made available to the parents/carers. The overall statistical profile of end of Key Stage results and progress are made available on our school website on an annual basis.

C. MONITORING AND EVALUATION

C1. Roles and responsibilities

It is the joint responsibility of all staff to ensure that all children at Burford School make sufficient progress relative to their starting points. The Senior Leadership Team (SLT) are responsible for ensuring that the monitoring and evaluation schedule is adhered to, and that opportunities to support and learn from colleagues is encouraged.

C2. Book looks

All members of the Senior Leadership Team and curriculum leaders ~~coordinators~~ will routinely look at books to ensure that pupils are:

- making expected progress from their starting points
- clear of the learning intention (LI) and success criteria
- developing their knowledge of the curriculum
- sufficiently challenged and supported
- listening and responding to teacher feedback to improve their outcomes
- acknowledged for their effort and achievement

Feedback from book looks are shared with class teachers and members of the SLT to continue to reflect and inform teaching practice.

C3. Learning walks

All members of the SLT will observe staff in their phase once a term, providing constructive feedback on:

- what they observed in the lesson
- what was the impact of the teaching and learning in the class

- what are the outcomes and next steps to inform subsequent teaching and learning

Learning walks are linked to staff appraisals.

Class 'drop-ins' are informal learning opportunities for members of SLT and subject leaders to 'drop into' classes and engage with pupils in their learning environment.

C4. Pupil Progress meetings

Pupils' work will be monitored and evaluated regularly in each of the core curriculum areas by the Assistant Headteachers and overseen by the Deputy or Headteacher. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which include discussions around children's progress and setting targets for specific groups of children.

C5. Pupil Voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires, discussions and suggestion boxes.

C.6 Governors

Our Governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-evaluation processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Headteacher and other key members of staff.

Linked Policies:

- Early Years Foundation Stage Policy
- SEND Policy
- Feedback Policy
- Homework Policy
- Subject specific annexes to this policy