

KING'S WOOD SCHOOL AND NURSERY

LEARNING POLICY

At King's Wood School and Nursery we recognise that effective learning can only take place if a child feels happy and secure. As a result the ethos of our school is based around promoting the well-being of every child, supporting them both socially and emotionally as well as educationally.

As a school we are working to help children become independent learners and we actively promote a growth mindset approach to learning. This starts in the Early Years through stories and discussions focusing on perseverance and not being able to do something 'yet'. As they move through the school children are encouraged to challenge themselves and to recognise when they are in 'the pit' and the 'ladders' they can use to help them climb out. Misconceptions are exploited as learning opportunities. Every classroom should have a display relating to this.

We teach philosophy for children and circles of enquiry are also used as a tool for delivering the curriculum wherever possible.

Learning is facilitated by high quality, responsive teaching. In order to achieve the best possible learning environment, teachers need to ensure that the following is in place.

Planning

Effective planning is essential to ensure that lessons provide opportunities for pupils to make progress in their learning.

- Planning should reflect the level pupils are working at and be modified on a daily basis to reflect their understanding of the subjects covered.
- Learning objectives (WALTs) and success criteria or steps to success should be clearly identified in order to promote pupil independence.
- When planning a unit of work lessons should link together, building the skills towards a final outcome, so that the learning journey is clear to both pupils and teachers.
- Tier 2 and 3 vocabulary should be identified and researched, in preparation for teaching during lessons in order to close the vocabulary gap for our pupils.
- Activities should be planned that are engaging and relevant with a high level of pupil participation.
- There should always be a minimum of three levels of challenge provided for the pupils to choose from.
- Opportunities should be planned for pupils to apply learned skills in a range of different and new situations.
- A range of approaches should be used so that all learning styles are catered for.
- A balance of opportunities should be planned for pupils to work individually, in pairs or as part of a group, developing collaborative and team work skills.
- Opportunities to use ICT to support learning should be planned wherever appropriate.

All lessons need to be planned in line with either the Early Years Foundation Stage Statutory Program or National Curriculum requirements. National Curriculum requirements are broken down into year group objectives in INSIGHT. Power of Reading is used as the basis for planning English, White Rose and Maths Mastery for planning Maths and Read Write Inc for phonics.

During Lessons

In order to build on good planning a lesson should be well prepared and resources readily available for pupils to access. Good pupil progress during lessons is best facilitated through the following:

- Learning objectives and success criteria are always displayed, shared, discussed and referred to throughout the lesson. Pupils should have the opportunity to develop their own success criteria.
- Accurate assessment for learning ensures that tasks or activities are pitched so all children learn and move forward in their understanding. Hinge questions are used throughout a lesson to check understanding.

- If it becomes clear during a lesson that it is pitched incorrectly i.e. too hard/too easy, then planning is moved away from in response to the pupils' needs. (To carry on regardless would result in unsatisfactory learning.)
- Pupils are actively engaged in their learning and not expected to sit and listen for long periods of time without opportunities to respond.
- Questioning which develops higher order thinking skills (HOTS) and encourages pupil independence.
- A range of response techniques are used including talk partners, whiteboards, post-its, or other apparatus, to enable **all** pupils to respond to questions.
- Pupils are sat in mixed ability groups and are encouraged to question, develop their thinking and learn from one another. Pupils should change learning partners every week.
- Activities are divided into at least three levels of challenge and the children are able to select the level they wish to attempt.
- Higher level academic language should be used in all lessons with Tier 2 and 3 vocabulary specifically taught and children encouraged to use these words.
- Teachers have high expectations of pupil achievement at all times, encouraging pupils to take responsibility for their own learning and challenge themselves.
- During the course of a lesson groups are taken for focused activities that address areas of learning that have been identified as needing reinforcement for those pupils.
- Where appropriate activities are modelled for children and thought processes verbalised in order to support learning
- Pupils reflect on their learning and can say what they have learned, what has helped them to learn and where they need to go next. This learning dialogue should go on throughout the lesson and be part of an effective plenary.
- Pupils are praised for positive attitude in order to build self-esteem and acknowledge their effort. This praise should happen continually within class but can also take the form of certificates, rewards and DOJO points.
- High quality feedback which enables pupils to identify how to improve and progress should be given throughout the lesson. Feedback sheets and 'gap tasks' are also used to provide feedback.
- ICT is used appropriately to support learning.

Recording learning

Learning should be recorded in a way that is meaningful and will help the child to retain knowledge and apply it in new contexts. Work in books can also be a way of practising and demonstrating the skills learnt during the lesson. As a school we do not record things with the aim of providing 'evidence' that it has been taught.

Classroom Environment

The classroom environment should be word rich, vibrant and stimulating in order to support learning and encourage pupil independence.

- Working walls should show the learning process and children should add to them regularly.
- 'Word Walls' should promote vocabulary development
- Displays should contain prompts for learning as well as specific display around growth mindset.
- 3-D and 'hands-on' displays should be used where possible.
- Text in displays should be an appropriate size so children can read it from a distance.
- Every classroom should have a 'WOW Wall' to celebrate pupil achievement, these pieces of work should be annotated.
- Resources should be labelled, in good order and easily accessed by pupils.
- In Foundation, continuous provision should support all aspects of the Early Years and Foundation Stage Statutory Framework

Monitoring and Evaluation

The quality of learning across the curriculum is monitored rigorously by the SLT and MLT. The following activities are used to gauge the impact of initiatives and the progress pupils are making:

- Analysis of pupil data
- Pupil progress meetings
- Lesson observations
- Work sampling
- Learning walks
- Pupil voice
- Classroom environment audits

All are followed by feedback to ensure that staff are aware of any aspects of their practice that need to be developed. The information is also used to inform the appraisal process and staff training programmes. The Inclusion Manager uses information around pupil progress to inform provision mapping and the allocation of interventions.

Guidelines

The learning policy forms the basis of all subject policies across the curriculum. However, there is specific guidance for some subjects in the appendices.

Appendix 1 English

Appendix 2 Maths

Appendix 3 Science

Appendix 4 ICT

Appendix 5 Humanities and the Arts

Appendix 6 PE (Good Practice and Safety)

Policy Reviewed: January 2022

Next Review Date: January 2024

Appendix 1

English Guidance

Speaking and Listening

- Opportunities to develop speaking and listening should be planned throughout all units of work and should include the use of role play and drama.

N.B: During their first term in Reception every child is assessed using Language Link to pick up any speech and language needs. Appropriate provision is put in place based on the outcome of this assessment.

Reading

- Read, Write Inc, which supports reading, should take place daily in Reception and Year 1. RWI is also used as a support strategy for Year 2 pupils upwards who need further phonological development.
- In addition to RWI, all pupils should be grouped by ability for guided reading. Guided reading sessions lasting 30 minutes in KS1 and 20 minutes in KS2 should take place on a daily basis. The level of texts used during teacher led guided reading with a group should be slightly higher than the reading level pupils are reading independently. The expectation is each group is led by a teacher or LSA once a week
- Guided reading sessions should be well planned and include a range of activities: class teacher modelling, children reading aloud, comprehension and discussion, Bug Club, free reading and revisiting phonics. In addition KS2 should use one session as a whole class walking, talking mock followed by a session the following day where children work through the same modelled activity independently.
- Assessment during guided reading sessions will inform whether a child needs to move on to a higher level in the reading scheme. Having completed the reading scheme, 'Free Readers' should be allowed to read both books from school and from home.
- Fast-paced reading of a narrative, challenging text by the teacher for at least 15 / 20 minutes should take place daily modelling expression and discussing vocabulary.
- Activities such as role-play, hot-seating and drama should be used to help pupils to understand texts and promote enjoyment of reading.
- Pupils should have the opportunity to undertake at least one written comprehension exercise per week.
- Book corners should be utilised in every class and the school library used every week. Children should be encouraged to read a wide variety of texts (including non-fiction, play scripts, picture books, comics and newspapers).
- Every effort should be made to reflect a range of cultures when planning and selecting texts for study.
- Where appropriate some children will need to be heard read on an individual basis as often as possible. Carefully selected 'Reading Buddies' can be used to support this.
- Pupils should be encouraged to read daily at home and have their home reading records completed, these records should be checked and signed at least once a week by the teacher/LSA. Pupils should change their reading books at least once a week and more if they wish to.
- Pupils should also be encouraged to regularly access 'Bug Club' at home as well as at school.

Writing

- Writing should be taught through a combination of frequent modelling, good use of shared texts (Power of Reading) and guided writing. Cross-curricular links should be maximised and wherever possible used as an opportunity to reinforce the learning that has taken place during English lessons.
- 'Big Write' provides opportunities for pupils to undertake extended writing. Pupils working at an appropriate level should also have the opportunity to develop a piece of writing over several days.
- Children should have the opportunity to edit and improve their writing, using draft writing books as part of the writing process from Year 2 onwards. (See the drafting and presentation policy for further details.)
- The teaching of spelling should build on and reinforce the phonological knowledge acquired through Read Write Inc. Spelling rules are taught using the PiXL resources and a termly PiXL diagnostic check should inform teacher's planning.
- Grammar should be taught within English lessons so children can then have the opportunity to apply this knowledge to their written work within the lesson. The use of 'Colour Semantics' supports the teaching of grammar and sentence structure in KS1.
- Based on feedback given children will have steps to success and targets to achieve within a given piece of writing.
- Good presentation and letter formation are important and should be modelled by teachers at every opportunity. Children are taught cursive script from Reception and we follow the Nelson Scheme for handwriting. In EYFS and KS1 correct letter formation should be practised regularly. In KS2 any pupil whose handwriting is not joined and legible should also undertake handwriting practice. By Years 5 and 6 it is expected that the majority of pupils will have developed a neat, well formed script so will no longer need to practise.
- Writing should be celebrated across the school, through display, certificates in assembly and on Google Classroom.
- Every child should have a 'Writing Journal/Free Writing Book' in which they can write during some guided sessions and during free time, including at home. These books do not have to be marked but teachers should look through them every few weeks and write comments or discuss what has been written. They can also be shared with the class.
- Opportunities should be given for children to use ICT to present their written work.

Appendix 2

Maths Guidance

- Maths Mastery and White Rose are used and adapted to meet the children's needs but should not be used exclusively to deliver the maths curriculum or followed rigidly. Units of work should be planned that reflect pupil's needs and focus on securing a thorough grasp of number systems and calculation before moving on.
- In Foundation, lessons need to be planned in line with Early Years Foundation Stage Statutory Framework (2021). White Rose Maths is used to support the teaching of maths in Reception. Star Words should be introduced and used to support learning in line with the rest of the school.
- Wherever possible practical equipment should be used to support learning and should not be viewed as something just used by pupils struggling to grasp a concept. Pupils should have access to a range of resources in every lesson and be given the opportunity to choose suitable equipment to help them to complete a task.
- 'Non-negotiables' have been identified for each year group. These are key concepts that children need to grasp in order to move on to the next stage of their learning. These concepts need to be planned for and revisited throughout the year. 'Kahoot' assessments should be completed at the start and the end of each term and then used to identify gaps in learning.
- All children should be given frequent opportunities to apply methods learnt to reasoning and problem solving activities. Wherever possible a lesson should include reasoning and problem solving activities which the children are moved on to as soon as they have mastered the appropriate calculation required.
- Mental / Oral starters should be planned for every lesson and be used as an opportunity to re-visit previous learning and re-enforce calculation and problem solving strategies.
- Maths Meetings to be held at least three times a week to revisit concepts.
- The majority of lessons should include focus groups being taken through guided activities that enable pupils to move forward in their understanding.
- The teaching of mathematical vocabulary is vital and should be supported by words appropriate to the unit being displayed. For some pupils vocabulary will need to be pre-taught.
- All classes should have a maths working wall which is interactive and used to prompt pupil's learning.
- The PiXL Times Tables App should be used to help children memorise multiplication facts.

Appendix 3

Science Guidance

- Wherever possible science should be taught through practical activities which reflect the specific skills being taught.
- Pupils should have the opportunity to develop an understanding of all aspects of investigational work and frequent opportunities should be planned for them to carry out fair tests, record results and draw conclusions from them.
- When planning any investigation pupils should be given the opportunity to suggest a question that needs investigation, make a hypothesis, identify which variables need to change and those they need to keep the same and suggest how best to present their results.
- A range of equipment should be provided for activities, including equipment that may not be appropriate. This gives pupils the opportunity to select the equipment best suited to the task and think about what they will and will not need.
- Opportunities should be planned for them to discuss the validity of evidence gathered, the conclusions they can draw from it and how they would improve an experiment if they were to repeat it.
- Pupils should also have the opportunity to compare evidence from investigations they have not carried out themselves and draw conclusions from the evidence presented.
- Investigational work should be recorded in an appropriate way.

Appendix 4

Computing Guidance

- ICT should be used as a tool across the whole curriculum.
- Pupils should be taught to use a range of software so they develop word-processing, mouse control, research skills, programming and data-handling skills.
- In addition to cross-curricular lessons, weekly ICT lessons will focus on teaching programming in line with the National Curriculum.

Appendix 5

PE Guidance

- Aims of PE:
 - to enable children to develop and explore physical skills with increasing control and co-ordination;
 - to encourage children to work and play with others in a range of group situations;
 - to develop the way children perform skills and apply rules, conventions and strategies for different activities;
 - to increase children's abilities to use what they have learnt to improve the quality and control of their performance;
 - to teach children to recognise and describe how their bodies feel during exercise;
 - to develop children's enjoyment of physical activity through creativity and imaginative activities;
 - to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
 - to develop an understanding of why and how physical activity is good for health, and ways to enjoy physical activities safely.

- Learning objectives and success criteria are always shared with the children but will only be displayed when appropriate.

- Activities will be differentiated through task, equipment and support. E.g. different sized balls, different length of throw. Although some activities will be differentiated by outcome.

- PE vocabulary should be taught and discussed during lessons.

PE health and safety

- Children are expected to wear appropriate clothing for PE:
 - Gymnastics and dance – bare feet/plimsolls, t-shirts and shorts/leggings/tracksuit trousers of safe length;
 - Games, athletics and outdoor and adventurous activities – trainers/ football boots, t-shirts and shorts/leggings/tracksuit trousers of safe length;
 - Swimming and water safety – swimwear, no goggles or masks unless eyes are adversely affected by chemicals in the water. (If for reasons of culture or religion pupils wish to wear clothing other than usual swimwear, they should ensure that it is still of swimwear standard and would not affect their ability to swim / float)
 - We encourage children not to wear headscarves during PE for safety reasons. If parents wish their child to wear a headscarf it needs to meet sports safety standards.

- Children should also remove all jewellery and have hair tied up away from the face. Although not ideal earrings can be taped if they cannot be removed for any reason.

- Teachers are also expected to set a good example by wearing appropriate clothing for PE.

- Equipment is checked every term by the sports coach and site manager and checked annually by an outside agency.

- Children will be reminded of health safety rules at the beginning of every lesson and how to move equipment safely. Teacher will decide the safe ratio for children to move different pieces of equipment.