



Otterbourne Church of England Primary School

Trust, Respect and Determination

LEARNING AND TEACHING POLICY

Name of Headteacher:	Martin Geraghty
Name of Chair of Governors:	Sue Barham
Date Policy approved and adopted:	14 th February 2025
Date Due for review:	October 2027

VERSION CONTROL LOG

Date	Description of changes (person responsible)
14/02/25	New format of policy to reflect changes to teaching and learning across the school made in the previous 18 months.
31/10/22	Change of Headteacher name. Removal of the Learning Toolbox and inclusion of content relating to meta-learning and skills for life. Removal of text relating to transition matrices (MG)

SCHOOL VISION

At Otterbourne Church of England Primary School we set the highest standards for achievement in learning and preparedness for life, which is reflected in our school vision statement:



SCHOOL ASPIRATIONS FOR CHILDREN

Alongside this, we have developed a series of aspirations to ensure that decisions and activities across the school are all focused on delivering the vision. We endeavour to provide for our children:

Opportunities to speak publicly in order to develop confidence

Opportunities to demonstrate their skills and talents

Opportunities to hold a position of responsibility

Opportunities to represent the school, in sports, curriculum events, music and drama

The chance to show entrepreneurial spirit, leadership and creativity

The rich experience of outdoor learning that empowers them to begin to make the choice between 'green' and 'screen'

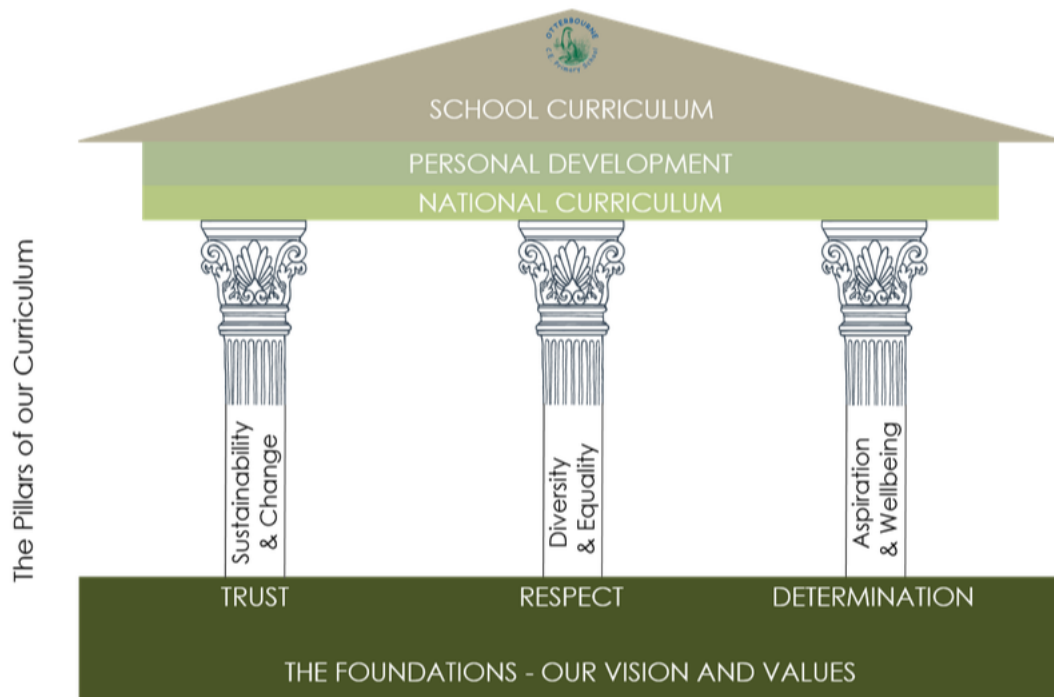
An understanding of the importance of community

A respect for important places

Our school curriculum goes beyond the teaching and learning of the national curriculum, as we strive to ensure that all children make good progress: in their academic education, understanding of themselves and awareness of their place in the world.

OUR CURRICULUM PILLARS

Our 'curriculum pillars' build on the foundations of our school values to bring together the key elements into a cohesive, connected and sequenced school curriculum.



Sustainability and Change - understanding the small changes that we can make to help look after the planet

Diversity and Equality - recognising and celebrating the differences, and treating everyone the same

Aspiration and Well-being - having goals, striving to achieve them, and knowing how to stay healthy and happy.

These 'threads' are evident, starting from the Early Years Foundation Stage (Year R curriculum) and through the creative delivery of the National Curriculum aligned to our 'pillars'. Throughout their time at the school, children are supported to recognise the pillar(s) each learning unit links to.

Half-termly 'Curriculum Newsletters' are shared with parents and show the key learning points and units of study in each of the curriculum subjects. More detailed information including long-term overviews and curriculum 'threads' are available on the school website.

Early Years Foundation Stage

Short term planning in Early Years is based around the current cohort's specific milestones. These planned activities are linked to the children's interests. Continuous Provision is carefully planned to meet the children's learning needs, enhancements and adult directed tasks are then designed to address any areas for development and to achieve own individual next steps. As this changes on a daily basis, the planning allows for these changes to be made 'in the moment'.

KEEPING LEARNING 'ALIVE'

ALIVE is our teaching and learning strategy, which ensures there is consistent, effective teaching which in turn leads to progress and strong outcomes for all children:

A = assessment, L = learning journeys, I = intention led, V = vocabulary, E = environment

ASSESSMENT – the individual needs of all children need to be considered at all stages of the planning process and during sequences of lessons. Teachers need to be aware of prior success or misconceptions in order to tailor follow-up activities, to meet the ongoing needs of children or to provide additional support materials ('scaffolds') to ensure all children are supported to achieve the same outcomes as their peers. Continuous assessment, which is achieved through a range of strategies, ensures that the needs of children are constantly identified and supported. Dynamic groupings, mini-plenary sessions, planning changes, additional interventions are all examples of how teachers respond to ongoing assessment. Within lessons, teachers follow the marking and feedback policy and use 'live marking' to ensure that they have a full understanding of how children are progressing with their learning. They are then able to respond by focussing their attentions on individuals or dynamic groups where further teacher input is required to re-build confidence and independence. Whole class mini-plenaries are used to address broader misconceptions.

LEARNING JOURNEYS – as with the threads of the curriculum, subject leaders support teachers to identify how a sequence of lessons builds on the learning experiences from previous year groups or in previous unit. Children are given regular opportunities to make links between learning, retrieve important knowledge, recall how skills have been developed and recognise that learning builds over time. The curriculum, which has been creatively organised as a series of learning journeys ensures that knowledge, skills and concepts are developed systematically from year to year. Children learn, and then are given opportunities to apply, new knowledge and skills in discrete subjects, and where there is value in combining subjects, this is done appropriately.

INTENTION LED – teachers ensure that the intended outcomes for all lessons are shared with children with opportunities to discuss what success will look like. 'Success' might be different for groups of children, based on their own academic levels and learning abilities. These 'learning intentions' are made clear at the start of the lesson and referred to throughout in order to keep children on track.

VOCABULARY – at the start of each unit of work, high quality vocabulary is introduced to the children. This is then scrutinised in order to identify known and unknown words, which can then be supported with explanations. Vocabulary lists will be evident around the classroom and kept within books so children are able to refer to them repeatedly, in order to 'up-level' the language they use in written and spoken tasks.

ENVIRONMENT – working walls within classrooms are designed to ensure that children have a regular place to visit in order to understand what a quality example of written work, or a working strategy in maths might look like. Vocabulary, key imagery and sentence level support will also be available. Working walls are constantly updated to support the children's next step in learning in order to help them build independence and to support meta-learning strategies. Otterbourne Church of England Primary School follows guidance on 'Autism Friendly Classrooms' in order to reduce the potential barriers to learning that children might face. Muted tones, low impact resources and the use of white space ensure that 'noise' is reduced and valuable resources are more easily identifiable for all children.

Following the Building Learning Power principals, we encourage children to think about their own 'meta-learning' as a form of self-evaluation. We want our children to understand what it is that makes them successful and also why they might not have succeeded in their learning as well as they would want. If they can identify their own barriers to learning, then they can equally identify how to overcome them.

By consistently highlighting these connections, children are able to more effectively retrieve prior learning, which is recognised by the EEF as supporting children to "store the knowledge being learned in the long-term memory" and "that **retrieval** helps to bring knowledge back into the working memory".

To support children with the development of high-value learning skills, the school has adopted the principles of Building Learning Power which it delivers through its Mission of the Month. Each month the classes focus on a new 'power', which are also externally referred to as 'muscles'. The school's PSHE curriculum is mapped on to these to ensure all children understand what the powers are, how to develop them, and their value.

As each child learns how to be an effective learner, it is important that they are given opportunities to use new and developing skills. Planning includes a wide range of opportunities for children to learn to be more collaborative, how to be successful independently or how to make use of resources that are available to them. Within this supportive framework, children are actively encouraged to take responsibility for their own learning, and they are appropriately praised for doing so.

ALIVE ensures that clear, consistent routines are established to enable children to more readily focus on their learning. Individual needs of children are considered at every stage of the learning journey: through regular wellbeing check-ins and assessment for learning strategies, teachers recognise where individual support is required. Personalised learning plans, individualised resources, adult intervention or emotional support, designed to overcome barriers to learning, are created or organised to give every child the opportunity to focus on learning and find their own success.

At Otterbourne Church of England Primary School, we ensure that children are given opportunities to develop confidence in their learning at a pace that suits them. Modelling and teacher-led activities are always the starting point, with the speed at which children access learning independently depending on evidence of ability and ongoing success. Working walls, 'washing lines' and other visual supports, which are regularly updated, support this independence by allowing children the opportunity to look at scaffolds and examples in order to identify how to be successful, before seeking additional adult support.

The school recognises the fast changing landscape of employment into future careers and have agreed a number of tools that will be referred to throughout the school that will prepare our 21st Century children for their future workplace, regardless of the career they choose to do. Children will be taught a 'language of learning' and throughout their time at the school, they will focus on what it takes for them to become independent: they will learn to be a learner. Children will be taught, and will be given opportunities to use, different skills for life so that they leave us ready for Year 7 and ready for what they will face at secondary school and life beyond education. We take a meta-learning approach to self-evaluation, so that the children learn what it is that makes them successful and also why they might not have succeeded in their learning as well as they would want. If they can identify their own barriers to learning, then they can equally be invested in learning how to overcome them.

Assessment and Pupil Progress

The school recognises that, for the majority of children, progress can be linear but for others the levels of progress can fluctuate over time. In order to ensure the needs of children are met over their time at the school, there is a rigorous process for measuring progress and managing this to ensure high outcomes for all children.

Regular formative assessments (“tests”) ensure that teachers are able to capture important data about a child’s ability to recall prior knowledge independently and under time constraints. From this, a whole school view of progress over time can be achieved. Class teachers are then able to identify areas for development, individual learning ‘gaps’ and strengths. Through formal discussions with the Headteacher and other senior leaders, appropriate actions can be taken to further provide support that balances the needs of the children and the aspirations of the school.

Throughout the year, the children are assessed against four different attainment levels, which are reported to parents at parent evenings and in the end-of-year reports.

At Otterbourne Church of England Primary School the four attainment levels used are:

- Working below the expected standard (BLW)
- Working towards the expected standard (WTS)
- Working at the expected standard (EXS)
- On track to be working above the expected standard at the end of Year 6 (GDS)
 - This is often referred to as ‘greater depth’

Across the school, there are regular assessments on the following areas of learning:

- Phonics and early reading – using Bug Club in Years R-2
- Reading – using NFER tests in Years 3-5 and SATs resources in Year 6
 - Reading speed, based on ‘words per minute’ in Years 1-6
- Writing – using children’s written work in Years 1-6
 - Spellings using weekly checks and termly tests in Years 1-6
- Maths – using NFER tests in Years 2-5 and SATs resources in Year 6
 - Timestables – using Timestables Rockstars in Years 2-6

Catch Up Interventions

Any child who is not currently meeting age related expectations in reading comprehension or reading speed are included in additional daily, short, reading interventions in order to support a ‘catch up and keep up’ strategy. As a dynamic strategy, once children have achieved age related expectations, they no longer attend interventions.

Monitoring of Teaching, Learning and the Curriculum

We have an ongoing, whole school approach to the monitoring and evaluation of teaching and learning. The School Management Plan sets out a timetable for when each subject is monitored over the course of each year.

The focus for monitoring is also derived from identified school priorities in the SIP and draws on the following:

- direct observation of teaching and learning
- pupil conferencing
- work sampling and book scrutiny

- planning reviews and subject leader scrutiny
- teachers' self-evaluation and ongoing professional development
- analysis of assessment pupil progress
- performance management objectives
- governor visits
- other external visits

The key aim of this monitoring is to learn from and share best practice. Continuous improvement is a key priority for the school, and the monitoring process helps the school to identify its strengths and recognise where improvements are necessary.