

Primrose Hill Primary School



Teaching & Learning Policy

September 2016
Review date: September 2017

Rationale

At Primrose Hill we believe children learn best when:

- Teaching and learning activities enthuse, engage and motivate, and when they foster curiosity and enthusiasm for learning.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and they feel safe.
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Aims & Objectives

- To provide a safe, happy and stimulating place to learn.
- To foster a love of learning and encourage children to thrive as confident, secure learners who are able to fulfill their potential.
- To enable children to develop enquiring minds and the ability to question, make informed choices, apply themselves to tasks, and to reflect upon their own learning and experiences.
- To enable children to be independent and self-motivated, while also able to work and play co-operatively with others.
- To enable children to appreciate, respect and understand others and the world in which they live, and to encourage an understanding of moral values and differing ways of life.
- To develop children's self-esteem and sensitivity, tolerance and understanding towards the needs and feelings of others.
- To ensure equal opportunities in relation to gender, race, class, sexuality, special needs, culture and belief.
- To promote, celebrate and value the diversity of our school and the wider community.
- To demonstrate a commitment to high expectations and high standards of achievement for all.
- To use assessment to identify abilities, strengths and successes, which then form the basis for all teaching & learning experiences.
- To celebrate and reward both exceptional effort and exceptional abilities.
- To provide a curriculum that meets the requirements of the National Curriculum & Early Years Foundation Stage guidance, while supplementing this wherever possible in order to provide additional breadth, creativity and cultural experience
- To provide high quality resources which ensure access to all aspects of the curriculum for all, and which reflect the diversity of the society in which we live.

Equal Opportunities and Arrangements for Inclusion

All pupils are to have equal access to the curriculum regardless of gender, race, cultural background, ability or any additional needs. Teaching is organised to enable pupils of all abilities to access the learning. Activities will be differentiated in order to meet the different needs and abilities within the class.

We recognise, respect and celebrate the diversity of languages and experiences our children bring to school. We aim to reflect these in our classrooms and to promote parental involvement to strengthen the links between home and school communities.

We believe that all children can achieve and we value and promote each child's achievements. All staff are responsible for utilising each child's individual contribution to the learning process.

We believe it is the right of all children, regardless of their ability, cultural background, ethnicity, gender, disability, home or linguistic background, to have access to high quality learning experiences in a stimulating and supportive environment where prejudices and stereotypes are challenged.

IMPLEMENTATION

The Curriculum

The curriculum has been planned to enable such links to be developed and exploited. We place great value on the development of children as individuals.

EYFS

In the EYFS we follow the '*Early Years Foundation Stage Curriculum*' document. The children's learning experiences are planned to enable them to develop and achieve in the early learning areas through play and investigative learning experiences. The EYFS curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. Planning also reflects children's interests and fascinations.

Key Stage 1 & 2

Key Stage 1 and 2 follow the National Curriculum. We give a high priority to development and achievement in the Foundation Subjects and the Arts. At Primrose Hill, the curriculum has been designed to enable teachers and children to develop links between different areas of the curriculum. Our topic-based, 'integrated' approach is intended to build upon children's interests and stimulate a love of learning.

An integrated day is based on good Early Years practice, while encompassing the National Curriculum requirements. There are whole class English, Mathematics and Topic sessions, which continue to include recommendations of the national maths and literacy strategies. The children will be involved in both directed and independent cross-curricular activities, related to the week's learning objectives. The learning is planned to meet the weekly learning objectives. It is expected that each child will carry out an independent Maths and English task each day. This should be cross-curricular wherever possible, and differentiated as appropriate to meet the children's individual learning needs.

Teaching Strategies

All staff should have realistic but high expectations of what all children are able to achieve. In order for children to fulfil their potential they need to be in a calm, ordered environment. We recognise the need to employ a range of teaching approaches, styles and skills. In order to achieve this, it is the teacher's responsibility to ensure that they:

- Prepare and plan lessons and resources adequately
- Provide differentiated activities that extend each child's learning and progress
- Mark and assess in accordance with the marking and assessment policies
- Convey high expectations of behaviour that encourage autonomy, trustworthiness, self-respect and respect for others
- Observe and assess all children in the class, being especially aware of the needs of children who do not make demands, those with EAL, SEN and any other additional needs
- Make effective use of voice and body language to maintain interest and control
- Use effective questioning techniques
- Provide a balance of teaching styles including exposition, practice & reinforcement, and discussion
- Provide a balance between individual, group and class work
- Provide a balance between teacher and pupil initiated activities
- Provide opportunities for reflection by children on their own learning
- Demonstrate and convey high expectations for all children
- Provide encouragement, positive reinforcement and praise
- Intervene, as appropriate, in the learning process in order to encourage development

Support Staff

Support staff are an extremely valuable classroom resource. It is the teacher's responsibility to communicate, manage and plan with all additional adults in their class.

During whole class teaching, it is expected that support staff will:

- Work with individual children and / or groups *within* the classroom, to support their understanding of the concepts and skills being taught
- Be active throughout the carpet sessions, adding value to the learning by: sitting on carpet, working with directed children, modelling on a white board, asking questions, playing the role of a child by asking questions etc.
- Communicate regularly with the teacher and other adults in the classroom and clarify expectations of teaching and learning
- Actively be involved in the marking of the work of the child/children they are working with
- It may be appropriate for some children to be withdrawn from the class group on occasions, to provide interventions or additional differentiation, although this should not be a regular occurrence. Children may be withdrawn from the classroom for specific targeted therapy sessions, as planned with the SENDCO and parents.

Classroom Organisation & Learning Environment

All classroom equipment should be **clearly labelled** and accessible to all children. Children must be shown how to select appropriate resources, use them to their best ability and to fit the task, then to replace the equipment to its correct place. Classrooms are planned so that furniture and layout enable children to engage in a variety of activities. Organisation and layout of classrooms also allow for a variety of working relationships and outcomes. All teachers must ensure that their classrooms are tidy, free from clutter and that all learning spaces are accessible to the children.

Display

All displays will:

- Reflect current learning and be changed regularly inside the classroom
- Be changed termly, with teachers planning 'display day' if needed before a deadline
- Be maintained and kept tidy or they will be directed to be changed
- Have some explanation of what the work is about and the process of completing their learning
- Have a balance of permanent and working walls
- Be mounted and clearly labelled
- Be interactive and generate questions
- Use consistent lettering in line with school's handwriting policy
- Reflect where possible, the SIP

All KS1 classrooms will have:

- A List of Magic Grammar Display
- A Maths Calculations Display – showing current methods of operations which are in line with the school's calculation policy
- Class Charter and Passports
- Topic Displays – which reflect current topics
- A timeline linked to history topic
- A high quality reading corner – which is clearly organised and accessible to all children
- A fine motor skills area
- A role play area
- A Home Learning Display
- Growth Mindset display

All KS2 classrooms will have:

- A List of Magic Grammar Display
- A Maths Calculations Display – showing current methods of operations which are in line with the school's calculation policy
- Class Charter and Passports
- Topic Displays – which reflect current topics
- A timeline linked to history topic
- A high quality reading corner – which is clearly organised and accessible to all children
- A Home Learning display
- Growth Mindset display

Also see below for specific curriculum display expectations.

All EYFS classrooms will have:

- A writing and graphics area
- Maths display – which displays numbers, photos of learning opportunities and children's work
- Phonics area and display
- A fine motor skills area
- A role play area & creative table
- A high quality reading corner – which is clearly organised and accessible to all children
- Class Charter and Passports

Also see guidelines for working in the EYFS

Planning

Planning is completed in year groups. At the beginning of each half term, year groups will plan a detailed pacer – a document which outlines week by week and subject by subject the overall plan for the half term - using the Context Overview for their year group. The pacer will outline outcomes for each curriculum area across a half term. Pacers will then be used to plan a detailed weekly timetable and an English and Maths plan. Weekly timetables will be emailed to PLT Leader, Mireille Alwan, for feedback.

All planning and Smart Notebook (teacher resources to deliver learning) will be saved in Shared-Planning folders and will be monitored weekly by the Phase Team and SLT.

During the first week of each half term, a Half-Termly Letter, which will detail dates, curriculum topics and any other relevant information, will be sent in a letter to parents. This will be also emailed to the Head Teacher and office staff so it can be added to the school's website.

Record keeping & Assessment

See Assessment and Monitoring Policy

Subject Specific Policy Information

English

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Learning experiences organised to offer opportunities to develop English skills discretely and apply them to contextualised outcomes
- An English curriculum based around quality texts for narrative and writing outcomes linked to topic for non-fiction
- Reading for pleasure (*daily reading opportunities, reading journals, book groups, book talk, book display and corners, library visits*)
- Grammar skills supported through the List of Magic Grammar, exemplified in class display, planning and outcomes
- Progress in the children's learning, specifically related to Speaking & Listening, Phonics, Spelling, Handwriting, Reading and Writing skills (in their books, displays, photographs and videos on the website, in conversation, in their learning behaviour).
- Writing of either sentences, paragraphs or full pieces taking place four times a week
- Guided group work for reading and writing for every child, every week
- English units develop written outcomes – written pieces across a range of genre - through a process of text immersion, gathering ideas, skills development, planning, drafting, editing and publishing
- A range of opportunities for engagement (e.g. *drama, mind and story mapping, oral presentations, visual and kinaesthetic activities*) that inspire and cater for a wide range of learning styles
- Banks of vocabulary and working wall-based displays to support children's learning
- Well organised resources such as book corners, group materials, dictionaries and thesauruses, the regular use of which are embedded in teaching practice

TEACHERS WILL MAKE SURE THAT:

- English planning caters for skills development and application
- Texts and purposes for writing in the units cover those specified in the year's Curriculum Map
- Appropriate resources are selected to support children's learning for class and guided activities
- Writing is marked for improvement and publishing, as outlined in the marking policy
- Writing outcomes include a range of purposes, for moderation each half term
- Pupils have weekly access to the library and are supported to borrow appropriately (and return books)
- Thesaurus and dictionary work takes place weekly and is embedded in writing
- Parents are invited to attend Phonic and Reading Workshops based on methods used at school
- Reading and writing is an integral part of home learning, in order that children can practice and consolidate their skills and knowledge and develop and extend their techniques and strategies

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is an annual overview of literature and writing units for each year group to ensure that progression is maintained over the whole year and that learning objectives are systematically revisited
- There is a List of Magic Grammar format for display to ensure consistency
- There is a progression for spelling for Years 2 to 6
- A monitoring cycle is in place to support the progress of individuals and groups of learners, through 'book looks', 'learning walks' and regular checks of outcomes on the website.
- Monitoring of the library use ensures children have access and stock is protected.

Mathematics

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Learning experiences organised with fluency, reasoning and problem-solving as a focus
- Progress in the children's learning, specifically related to Mathematics skills and knowledge (in their books, displays, photographs and videos on the website, in conversation, in their learning behaviour).
- Mathematical games to build on fluency
- Mathematics resources organised and utilised to support children's understanding of concepts (mathematical vocabulary, number squares, counting sticks, visual prompts etc.) as well as concrete materials to assist with more abstract concepts
- A range of methods of calculating (*mental, jottings, formal written methods*) that build upon prior learning

TEACHERS WILL MAKE SURE THAT:

- Mathematics learning is a combination of skills and knowledge
- Each planned unit of Mathematics includes opportunities for children to review, consolidate and extend their knowledge in that area
- There is a balance between fluency, problem solving and reasoning
- Appropriate resources are selected to support children's learning
- Number lines and number squares and other visual resources are on display in every classroom
- Parents are invited to attend Mathematics workshops based on calculation methods used at school
- Mathematics is an integral part of home learning
- They use the school's Calculation Policy to ensure Mathematics is taught consistently

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is an annual overview of objectives for each year group to ensure that progression is maintained over the whole year and that learning objectives are systematically revisited
- There is a Written Calculations Progression Map in place, with a structured and systematic approach, to ensure continuity and progression throughout the school
- A monitoring cycle is in place to support the progress of individuals and groups of learners: 'books looks', 'learning walks' and regular checks of maths outcomes – photographs, examples of children's work, reports etc - on the website.

Science & Design and Technology

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning, specifically related to Science and DT skills and knowledge (in their books, displays, photographs and videos on the website, in conversation, and in their learning behaviour)
- Science and DT resources used to support children's understanding of new concepts (scientific and key vocabulary displayed, books, posters etc.)
- Materials for practical demonstrations and hands-on learning, to assist particularly with more abstract themes and the Investigation part of the DT learning journey (Investigate, Design, Make, Review and Evaluate)
- Specialist resources such as Numicon are used to build on children's skills
- Related out-of-school and enrichment activities (photos, resources and follow-up work)
- Safe use of Science and DT equipment
- Wherever possible, DT will be linked to STEAM (Science, Technology, Engineering, Art and Maths), though stand alone activities will remain in place when appropriate

TEACHERS WILL MAKE SURE THAT:

- Science learning is a combination of skills and knowledge.
- Each planned unit of Science includes opportunities for children to review and extend their knowledge, as well as apply and develop their scientific enquiry
- DT learning is covered in its entirety, with each unit planned to include opportunities for children to Investigate, Design, Make, Review and Evaluate
- They use effective teaching strategies to successfully engage pupils in their scientific & DT learning, with a hook, learning journey and high quality outcome specified in each unit of learning
- They use their expertise, including their science subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- Well framed questions, knowledgeable answers and the use of discussion promote deep understanding
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity
- Risks have been assessed carefully before carrying out any practical activities
- Parents are welcomed into class workshops to share in their children's Science & DT learning
- The end product of the termly DT project has a clear function and purpose, linked to the learning journey

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Programmes of Study in Years 1-6 are informed by the National Curriculum, ensuring continuity and progression of scientific knowledge and understanding
- There is a broad and balanced Curriculum Map in place that ensures continuity and progression of scientific knowledge and DT skills
- Leader of Learning will ensure appropriate resources are sourced, related out-of-school learning opportunities are shared, and that links are made with other schools and institutions
- Health and safety procedures are in place and adhered to
- Ensure parents are informed about school events and relevant topics through regular newsletters, termly calendars, letters, text messaging, notice boards and the school website

Computing

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children making full use of opportunities presented, at least once a week, by a wide range of mobile technology in the discrete teaching of Computing skills and in teaching across the curriculum, supporting investigative, communicative and collaborative learning
- Children communicating and collaborating safely, productively and appropriately through the use a variety of online resources including Google Apps for Education, Purple Mash, Interactive Resources, Brainpop and Kidrex
- Non-digital resources and displays to assist the teaching and learning of Computing, particularly with more abstract themes such as networking and computational thinking, creating algorithms and debugging
- Digital Leaders supporting other children in their learning and returning devices safely and securely
- Children using Google Apps for Education at home and in school, responding to teacher announcements and assignments in the Google Classroom
- The appropriate, responsible and safe use of technology in the classroom to create an environment that stimulates learning
- Outcomes within personal folders in children's Google Drive and Purple Mash folders

TEACHERS WILL MAKE SURE THAT:

- Digital devices are booked on a weekly basis to support the computing curriculum or enhance other areas of the curriculum
- Children exceeding expected levels at computing, and who will benefit from the opportunity to extend computational thinking, are involved in Code Club and that these children support others and care for equipment in the role of Digital Leader
- All children have access to usernames and passwords for the Primrose Hill School online resources
- They use The Switched on Computing Scheme, which ensures continuity and progression in Computing capability across the six key areas: programming, computational thinking, creativity, networks and communication.
- There is evidence in the pacers of e-Safety and cyber-bullying planning, adapting the teaching resources available in the shared Computing curriculum resources folder
- Children are routinely taught the importance of respectful and appropriate behaviour when using online resources such as Google Apps for Education, of keeping usernames and emails private and exclusive to the user only (see e-Safety Policy)
- Children and parents have signed and agreed to the Acceptable Use Policy

IMPLICATIONS FOR THE WHOLE SCHOOL:

- The periodic review of both hardware and software resources, to assess need and viability
- Provide CPD support to teachers, both informal and formal. In addition, keep staff up to date with current thinking in Computing practice
- Resources will be sourced using Camden's best price best value via the Procurement officer of Camden LA
- All adhere to the safety procedures outlined in the e-Safety Policy
- Children will only access appropriate websites through Camden LEA filtering
- e-Safety packs are collected from the office and given to all children new to the school

Creative Arts

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- The art skills progression, including photographs of children working.
- Children's projects displayed in the classroom, the website and display boards around the school
- All stages of the learning journey in the children's art books
- In the art room and EYFS, clearly labelled art resources
- Existing work by named artists linked to class art projects to engage children and foster an understanding of the larger cultural context of art and its historical significance
- Activities that build on each child's prior attainment and provide a challenge
- Celebration of outcomes from a range of abilities and where children have been encouraged to take some creative risks with work
- The safe use of resources. with risks assessed carefully before carrying out any practical activities

TEACHERS WILL MAKE SURE THAT:

- Each term, children are given the opportunity to complete a piece of work with evidence of the 5 step development process (explore, create, improvise, present and evaluate)
- All children work with the Specialist Art Teacher on whole school art projects
- Each class uses the art room to complete a piece of work at least once each term
- Children across each phase have experience in all areas of art (drawing, painting, 3D, Textile, ICT, printing, collage and the historical significance of each artistic method)
- When resources are used up or not available, the art leader is promptly informed so as to re-stock
- Access to a wide range of resources allow children to make choices about their own work
- Children are given the opportunity to discuss existing pieces of art, as well as create new ones
- On-going pieces of work are stored in the classroom and not in the art room
- Parents are welcomed to share in their children's art learning, through the work produced in art clubs, accompanying class trips with relevance to art, seeing work displayed on the website and home learning walls in class
- Exceptional art work is recognised and celebrated in class and in 'achievement assemblies'
- Children undertake some responsibility for cleaning up and putting resources away (especially in the art room)

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is a Curriculum Map in place that is broad and balanced
- A monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, 'book looks', No Book Day (a day where books are submitted for scrutiny by subject leaders)) regular checks of the 'Outcomes Folder', the website and displays evident in classrooms and around the school
- The art room is regularly used, but tidied and cleaned after each session. Work is taken back to classrooms once it is completed. All resources are returned to their rightful place

Personal, Social, Health and Citizenship Education (PSHCE) & Personal, Spritual, Moral, Social and Cultural Education (PSMSC)

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- The School's Golden Rules, individual class rules, and, in KS1 and KS2, the 'Timeout Ladder', all of which remind children about the expectations of behaviour
- Each class will have a child-friendly Class Charter, linked to Rights and Responsibilities
- Class passport posters displayed and promoted, and added to regularly by all members of staff
- Weekly Circle Time discussions and follow up
- Coverage of the PSHCE curriculum and production of outcomes (in their books, displays, photographs and videos on the website, in conversation, in their learning behaviour)

TEACHERS WILL MAKE SURE THAT:

- Children adhere to their own class rules and charters, as well as whole school Golden Rules
- Circle Time is carried out weekly
- PSHCE is planned according to the year group Curriculum Map, creating cross-curricular links wherever possible
- There is evidence on the website of discussions carried out during Circle Time, and coverage of PSHCE work including drugs education and, as appropriate, sex and relationships education (see Drug Education and SRE policies)
- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development
- Children receive consistent and coherent messages about food and its role in their long-term health (see Food Policy)
- The school's SRE, drug education and Healthy Hating policies are referred to when planning and delivering PSHCE lessons

IMPLICATIONS FOR THE WHOLE SCHOOL:

- The Camden Scheme of Work for PSHCE is used to plan each year group's curriculum coverage
- There is evidence of PSHCE related learning, including cross-curricular work
- Opportunities are provided within the existing curriculum, including during DT, PSHCE and Science, to discuss and work with food
- A self evaluation of PSMSC will be done annually as part of the SEF

Humanities (History, Geography & Religious Education)

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning, specifically related to Humanities skills (in their books, displays, photographs and videos on the website, in conversation, and in their learning behaviour)
- Learning opportunities in Humanities maximise cross-curricular links with other subjects
- A wide range of reliable information sources being used (including other people's experiences and knowledge)

In History:

- Opportunities to develop ideas through collaboration and discussion, investigating and considering how people lived in different historical periods, as well as their beliefs, attitudes and values
- Investigating how historical events, individuals and ideas have shaped people's lives

In Geography:

- Investigating the physical and human features of the world
- Investigating changes in the local area and further a-field through fieldwork
- Study of environmental issues and consideration of the effects people have on the planet
- Opportunities to learn through geographical enquiry

In RE:

- Coverage of the RE curriculum, as laid out in the Curriculum Map, and outcomes linked to RE (in their books, displays, photographs and videos on the website, in conversation, and in their learning behaviour)
- A well balanced supply of resources relating to all the world's major religions
- Religious festivals and celebrations having timely prominence in whole school assemblies and in shared display areas

TEACHERS WILL MAKE SURE THAT:

- Geography and History learning is covered in its entirety, creating cross-curricular opportunities where possible
- Planned units include opportunities for children to investigate, handle artefacts, look at pictorial evidence, watch geographical and historical footage, take part in role play activities, visit relevant sites and museums and, where appropriate, carry out field work for geography and experience of oral history
- Classes visit places of worship, and see religious artefacts, relating to a variety of major religions
- Religious and spiritual figures visit the school in order to explain, but not promote, their beliefs
- Children have the opportunity to investigate a variety of RE topics, leading on to having time to reflect
- They are aware and respectful of the religious beliefs, and/or absence of belief, of all children in their class

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is a Curriculum Map in place that is broad and balanced, showing continuity over year groups
- A monitoring cycle is in place to support the progress of individuals and groups of learners: 'books looks', 'learning walks' and regular checks of outcomes on the website.

Music

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Music lessons which are broad enough to extend and encourage the highest ability learners to reach their full potential, whilst remaining accessible to all
- A space to inspire a broad range of musical responses
- Laughter and playfulness that are conducive to a positive learning journey
- All ages and abilities being involved in performing, composing and listening activities
- Students engaging with music from a range of cultures and backgrounds
- Music technology fully integrated at all Key Stages
- Small groups of students using the recording studio, and the recording studio used to record work in the music room
- Instruments and resources in constant creative use

TEACHERS WILL MAKE SURE THAT:

- They promote music through concerts, singing assemblies and contacts with outside agencies
- Music/creative industries are promoted as a possible career path
- Assessment is an on-going dialogue between students and teachers, both at a macro and micro level
- Assessment is detailed and specific: individual progress of students is measured against a wide range of musical guidelines
- Recordings make assessment relevant
- Recordings are shared with students for peer and self-assessment (via Google Classroom)
- There are regular extra-curricular opportunities available to children across all phases

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Access to musical education is expanded by a wide range of lunch-time musical and after school clubs
- Music is celebrated during assemblies, concerts and in the school newsletter
- Continued close relationship with Camden music hub
- Continued close relationship with Wider Opportunities – a scheme run by Camden to teach a class a musical instrument. Where possible, the music curriculum will support children's learning in other curriculum areas e.g. number songs, songs from other cultures, science songs etc.
- The recording studio should support all areas of the curriculum

Physical Education & Physical Development (PE)

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- The safe use of a wide range of resources
- Children being engaged and active
- Children working collaboratively and competitively
- Highly kinaesthetic activities that are accessible to children of all abilities
- Order, Purpose and Safety
- The Golden Rules being maintained at all times and children being mindful of property and equipment
- Additional adults providing support for SEND children and promoting inclusivity in lessons to ensure that all children can access the lesson successfully
- Technology being used in lessons to review performance and progress
- Regular extra-curricular opportunities available to children across all phases

TEACHERS WILL MAKE SURE THAT:

- The children are actively participating, with the teacher facilitating purposeful and productive practice
 - Assessment is an on-going dialogue between child and teacher, with both short and long term goals considered
 - Assessment is detailed and specific: individual progress of children is measured against detailed criteria across a wide range of sporting activities
 - Children are challenged, in order that they fully realise their potential within the subject
 - Lessons are broad enough to extend and encourage the highest ability learners, whilst still remaining accessible to all
 - Risks have been assessed carefully before carrying out any practical activities
 - Children are provided with PE/ sporting opportunities beyond the core weekly lesson
- Children are dressed appropriately for a practical lesson.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Health and safety procedures are in place and are adhered to
- Parents are offered regular opportunities to attend extra-curricular fixtures and tournaments and regular invitations to accompany class and smaller group sports trips
- Children have the opportunity to engage in a wide range of after-school sporting opportunities
- Lessons and extra-curricular clubs accommodate and develop children's interests in a wide range of sporting activities
- Children in Key Stage 2 receive 2 hours of PE a week
- Children in Key Stage 1 receive 1.5 hours of PE a week
- Children are provided with swimming instruction from Years 2-6 with the aim of being able to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Key Stage 2

Home Learning Expectations

Nursery – Year 6 all have Google Classrooms. This is where home learning activities will be shared with the children.

All classes will have a timetabled session where children are invited to share and celebrate their home learning with the rest of the class. The setting, collection and celebration of home learning will be timetabled to a predictable weekly routine, known to children and parents, except where special events may cause disruption or where there is not a full week in school.

All home learning will be acknowledged by one of the class adults including the class teacher, as shown by a stamp or tick or discussed verbally with the child.,

Once a week, children will be given an opportunity to bring in their home learning to check with an adult if they have any problems or need help.

EYFS:

All children in EYFS are expected to read every night with an adult and Reception will receive a reading record for parents to fill in. These will be acknowledged once a week by an adult in their class. There will be one EYFS Home Learning suggestion posted each week on the Google Classroom. Reception will also post phonics learning that has been covered in class each week (links to the Espresso website).

Year 1 & 2:

A suggestion of Home Learning ideas will be given out at the start of the half-term based on the new Topic and other planned coverage during the half-term. In addition, specific English and Maths home learning ideas will be posted on the Google Classroom as appropriate. Y1 will post their weekly phonics focus and Y2 will post their word knowledge (spelling focus) for the week. Children will not have home learning books, but can share their work either on the Google Classroom or bring in the things they did at home in their timetabled weekly Home Learning Celebration. Children are also expected to read every night and parents can continue to fill in their reading records – these will be acknowledged during the morning soft start.

Year 3 & 4:

A suggestion of Home Learning ideas will be given out at the start of the half-term based on the new Topic and other planned coverage during the half-term. In addition, a weekly reading journal activity or completing a reading log, Maths and word knowledge (spelling) learning sheet will be printed and posted on the Google Classroom. Children all have home learning books, but they can also share work with their teacher on the Google Classroom or their Google Drive. Each half-term, children will be asked to present a reading book presentation.

Year 5 & 6:

A suggestion of Home Learning ideas will be given out at the start of the half-term based on the new Topic and other planned coverage during the half-term. In addition, a weekly reading journal activity or completing a reading log, Maths and word knowledge (spelling) learning sheet will be printed and posted on the Google Classroom. Children all have home learning books, but they can also share work with their teacher on the Google Classroom or their Google Drive. Each half-term, children will be asked to present a reading book presentation.

In Maths sets, teachers will timetable a starter a week where children will be able to mark through their work and make improvements.

Governors

It is the Governors' role to monitor and review this Teaching & Learning policy and its practice, in terms of raising pupils' attainment, through:

- Discussions at the Curriculum & Pupil Welfare Committee, to which Leaders of Learning will be invited to give an overview of the current practice in their subject area, linked to the School Improvement Plan.
- Ensuring that both policy and practice comply with National Curriculum, Equalities and other statutory requirements.
- Governors with a particular responsibility holding regular meetings with relevant post holders and subject leaders in order to discuss delivery and standards in their subject area, and/or organizing Link Governor Visits to observe teaching and learning in practice
- Feedback to Head Teacher following discussions with key members of staff
- Receiving reports from the Head Teacher and/or leaders of learning
- To attend INSET, where relevant

Primrose Hill Primary School

Princess Road, Regent's Park, London NW1 8JL

Tel: 020 7722 8500

admin@primrosehill.camden.sch.uk

www.primrosehill.camden.sch.uk



X

Dear Parents and Carers,

A general note / welcome back etc.

TOPICS

READING AT HOME & LIBRARY

HOME LEARNING & GOOGLE CLASSROOM

WEBSITE

www.primrosehill.camden.sch.uk

PE & SWIMMING

PUNCTUALITY

IMPORTANT DATES

X
X
X

We are looking forward to a busy and exciting half term with you and your children. If you have any concerns or queries please feel free to make an appointment with us to discuss them. We will also be available:

X – Monday from 3:15pm

X – Wednesday from 3:15pm

Many thanks,

X & X

The Year X Team

Appendix I *Example Weekly Timetable KS2*

	Monday	Tuesday	Wednesday	Thursday	Friday
Soft Start 8:45-9am					
9-9:30am	Maths – Multiplication and Division	Guided Reading	Guided Reading	Guided Reading	Maths – Multiplication and Division
9:30-10:30m		Maths – Multiplication and Division	Maths – Multiplication and Division	Maths – Multiplication and Division	
Whole School Assembly (10:10 start)					Achievement Assembly
Break 10:30-10:45am					
10:45-12noon	Spelling Focus – Re- Sub- Inter-	English Narrative – Fantasy settings – frozen lands	English Narrative – Fantasy settings – frozen lands	English Narrative – Fantasy settings – frozen lands	English Narrative – Fantasy settings – frozen lands
	English Narrative – Fantasy settings – frozen lands				
12-12:30pm	Guided Reading (skimming)	KS2 Music Assembly	Circle Time	Phase Assembly	Guided Reading (skimming)
Lunch 12:30-1:30pm					
1:30-2:30pm	Handwriting	Humanities- <i>History: Britain's settlement by Romans:</i> * Outcome in book of maps indicating where Roman's invaded Geography – map work (linked to Romans)	PPA – Music & PE	Library	Extra PE - Team Games, focusing on Basketball
2:30-3pm	STEM- lesson 1 <i>Solid, Liquids & Gases:</i> Compare and group materials together, according to whether they are solids, liquids or gas. Outcome – photos on website			STEM- lesson 1 <i>Science: Solid, Liquids & Gases:</i> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Outcome – science experiment outcome in book – results	
				Class Novel	
3:50-4:50pm			Inset		Home Learning Celebration

Each week:

- 1 timetabled teacher led handwriting session (20-30 minutes) & Follow up sessions in GR
- 1 teacher led word knowledge session (15-20 minutes)) & Follow up sessions in GR
- 5 Guided Reading Sessions
- 5x 1 hour English sessions + 3 X 10minutes of shared reading (this can be included in the English hour)
- 5 x 1 hour Maths sessions (if PPA am, 4 sessions, with a mental maths focus pm)
- 1 x extra hour of PE (swimming counts towards this)
- A weekly Home Learning Celebration (10-15minutes)

Example Weekly Timetable KSI

	Monday	Tuesday	Wednesday	Thursday	Friday
Soft Start 8:45-9am					
9-9:30am	Maths – Addition	Handwriting / Guided Reading	Handwriting / Guided Reading	Maths – Addition	PPA – Music & PE
9:30-10:30m	Integrated Learning	Maths – Addition	Maths – Addition	Integrated Learning	
	Whole School Assembly (10:10 start)	Integrated Learning	Integrated Learning	Phase Assembly	Achievement Assembly
Break 10:30-10:45am					
10:45-12noon	English – Author Study dick King Smith	English – Author Study dick King Smith	English – Author Study dick King Smith	English - extended writing	PPA – Music & PE Guided Reading (skimming)
	Integrated Learning	Integrated Learning	Integrated Learning	Integrated Learning	
12-12:15pm	Phonics / Spelling	Phonics / Spelling	Phonics / Spelling	Phonics / Spelling	
Lunch 12:30-1:30pm					
1:30-2:30pm	Geography- Local walk from school to Primrose Hill – use map to get to PH and then	Topic – Geography focus	Singing Assembly	Topic – PSHCE focus	Handwriting / Guided Reading
			Topic – Art focus		
			Integrated Learning Outcome: Geography– Outcome - create own maps of journey.	Integrated Learning Outcome: Art – Landmarks. Skyline project Outcome- add colour to skyline	Integrated Learning Outcome: PSHCE – Why do people come to London from other parts of the world? Outcome -
Break – structured Play (to count towards 1 extra hour of PE a week)					
3-3:25	Circle Time	Library	Class Story	Handwriting / Guided Reading	
3:50-4:50pm			Inset		

Each week:

- 1 adult led handwriting session (20-30 minutes) & Follow up sessions
- 1 adult led word knowledge session (15-20 minutes) & Follow up sessions
- 5 Guided Reading Sessions
- 5x 1 hour English sessions + 3 X 10minutes of shared reading (this can be included in the English hour)
- 5 x 1 hour Maths sessions (if PPA am, 4 sessions, with a mental maths focus pm)
- 1 x extra hour of PE (afternoon structured break counts for this)
- A weekly Home Learning Celebration (10-15minutes)

Example Detailed Context Planning – Autumn / Pacer

	Week 1 05.09.16	Week 2 12.09.16	Week 3 19.09.16	Week 4 26.09.16	Week 5 03.10.16	Week 6 10.10.16	Week 7 17.10.16
English	Reading The Book Tower	Recounts – related to Narnia (class novel)	Reports- Roman Life	Reports Roman Life -	Narrative – Fantasy settings – frozen lands Annotate various narratives (focus on Ice Palace)	Narrative – Fantasy settings – frozen lands Plan & write using plan – short story in Ivan's parents perspective	Narrative – Fantasy settings – frozen lands Edit, revise & publish
	Root Words l –in becomes -il	Root Words and Derivations Dictionary 2/3	Super- Anti- Auto- Book 3 Unit 4	Root Words and Derivations Dictionary	Re- Sub- Inter- Book 3 Unit 9	Root Words and Derivations Misspelled Words	Class List Y4 dictation
	Exit Strokes i l t u	Exit Strokes n m k h	Exit Strokes a d	Exit Strokes e x z c	Exit Strokes b p	o r v w f	q g j y s Unjoined
Maths	Revision – Number: Place Value	Revision – Number: Place Value	Addition & Subtraction	Addition & Subtraction	Shape Compare and classify by property and size Quadrilaterals Triangles Acute Obtuse Angles	Multiplication & Division	Multiplication & Division
STEM HOOK: Ice Palace STEM QUESTION: Would living organisms survive another Ice Age? STEM OUTCOME: Plan, design and create an insulator (cup holder) to survive arctic conditions.							
Context: STEM			ICT: We are software developers Outcomes- explore wiki pages. Create a page on themselves	ICT: We are software developers Outcomes- continue exploring wiki pages- add to 'All about me' wiki	Science: Solid, Liquids & Gases: Compare and group materials together, according to whether they are solids, liquids or gases Outcome – photos on website ICT: Wiki Pages (linked to reports on Anglo Saxons) Outcomes- Begin own History Anglo Saxon wiki page	Science: Solid, Liquids & Gases: observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Outcome – experiment posters in STEM books – 2 lessons ICT: Wiki Pages Outcomes- Add a page History Anglo Saxon wiki page	Science: Solid, Liquids & Gases: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Outcome – water cycle poster in STEM books

Context: Humanities		<i>History: Britain's settlement by Romans:</i> * Roman invasions * Roman invasions, settlements and: place names and London life Outcome- Humanity Book: What I know / what I want to find out about Anglo Saxons & A class timeline of Anglo Saxon period	<i>History: Britain's settlement by Romans:</i> * Roman invasions * Roman invasions, settlements and: place names and London life Geography – map work (linked to Romans) Outcome- Humanity Book: Labelled maps indicating where Roman's invaded	<i>History: Britain's settlement by Romans:</i> * Roman invasions, settlements and kingdoms: place names and London life Outcomes in Humanity books: A labelled map of Europe indicating where the Jutes, Angles & Saxons came from and settled in the UK. <i>A labelled map of the UK of different regions that the Anglo Saxons settled in.</i>	<i>History: Britain's settlement by Romans:</i> * Roman invasions, settlements and kingdoms: place names and London life - Village Life <i>Art: Close observational drawings in sketch books</i>		Geography (linked to ICT) Human and physical geography <i>Latitude and Longitudes</i> <i>Climate Zones</i> <i>Hot and Cold</i> Outcome – maps in Humanity books – identifying latitude/ longitude
PHSE <i>Ongoing: Passports</i>	Agreeing a class charter The link between rules, rights and responsibilities UN Convention on the Rights of the Child Outcome- Class Rules / Begin class Charter	Agreeing a class charter The link between rules, rights and responsibilities UN Convention on the Rights of the Child Outcome- Class Charter	Skills of working together and making everyone feel valued Knowing the difference between right and wrong behaviour Outcome- Website of circle time	What makes a caring school community and what stops it from being caring Outcome- Circle time discussion. Chn record feelings on poster	Finding solutions to difficulties – LINK WITH STEM TEXT: ICE PALACE Outcome- Circle Time discussion	Finding solutions to difficulties – LINK WITH STEM TEXT: ICE PALACE Outcome- Circle Time discussion	Why and how rules and laws are made Reflect on half term- celebrate successes Outcome- in Humanity books: chn complete activity related to Laws (fact finding activity)
RE							Faith & linked with <i>History</i> : Christian conversion – Who am I? Who do I want to be (Life of Jesus as an example.) Outcome: Class display on Faiths
Notes		Pacer Deadline – Friday 10 th September	Home Learning Deadline – Monday 15 th Sept Parents Curriculum Meeting – Tuesday 15 th Sept	Trip to British Museum (all day) Tuesday 22 nd (4M) and 25 th September (4D) Learning Walks	Action Plan Deadline- Friday 3 rd October	Performance Management Week	Display Deadline- Thursday 22 nd October

Date: May 2016
Review Date: May 2017

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Robin Warren Mireille Alwan