

## **Vernon Park Primary School: Teaching and Learning Policy (September 2024)**

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

---

The school's approach to teaching and learning is based upon the school vision:

**At Vernon Park Primary School, we aim to provide all children, parents, carers and the wider school community with a safe, caring and inclusive environment where high quality learning experiences enable all children to be the best that they can be.**

### **Aims**

Vernon Park Primary School aims to provide children with the opportunities needed to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the appropriate skills, knowledge and concepts.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high-quality learning and attainment;
- Providing a high-quality learning environment;
- Promoting collaborative learning opportunities and encouraging the development of a growth mind-set;
- Valuing each other and ourselves;
- Working in partnership with governors, parents and the community.

### **Key Principles**

We believe that children learn best when:

- They are encouraged to form and maintain positive relationships with staff, peers and other members of the school community;
- There is a strong culture of mutual tolerance and respect throughout the school ethos;
- The whole team works and collaborates effectively;
- Clear direction is given and children are praised for all the good things that they do;
- Their learning is ambitious and memorable;
- All adults hold high-expectations for all pupils;
- Children clearly understand the purpose, context and content of what is being taught;
- Their learning is evaluated and assessed (by themselves, peers and adults) and they are clear about personal learning targets and what they need to do to make further progress;
- They are happy and feel safe and secure in school. They feel valued for their efforts and their individuality and there is an inclusive and supportive environment;
- They are supported by a range of adaptive strategies from adults; support from peers (when appropriate) and are given opportunities to work collaboratively as part of a learning community;
- Their learning is supported at home and there is strong and positive communication between home and school;
- Learning is well-structured, methodical and cumulative towards all pupils striving to meet national expectations at the end of Primary School and work within their age-related curriculum, where possible;
- All staff are passionate and enthusiastic about the children's learning, progress and attainment;
- The school learning environment is purposeful, engaging, calm, positive, attractive, celebratory, well-organised, varied and inspiring;
- Children have an active, positive and confident attitude towards their learning. They feel involved, inspired and motivated and are resilient to challenge, employing metacognitive strategies;

- Their physical, spiritual, moral, cultural, social and emotional needs are understood, developed, valued and met;
- Their learning encompasses the values of the school, aiding their development as future aspirational, effective, happy and prosperous members of society, mindful of British Values.

### **Quality First Teaching**

At Vernon Park Primary School, we believe that good teaching is when school staff:

- Form positive relationships with the children in their care, understanding their holistic needs, strengths and areas of development;
- Provide a broad and balanced curriculum which promotes belonging, identity, confidence and inclusion for all children;
- Plan sequenced learning effectively, considering children's prior learning and current assessment, and considering the learning that has taken place before and the learning which will follow after;
- Plan lessons which have high expectations for all pupil's progress and attainment; supporting and extending learning through a range of adaptive strategies; and challenging all children to meet their best potential;
- Model and maintain high standards for learning and social behaviours;
- Promote quality opportunities to develop speaking and listening skills for all pupils;
- Hold high ambitions for pupils' vocabulary development, ensuring specific key vocabulary is comprehensively introduced, understood, used and embedded, promoting an adventurous and competent spoken and written vocabulary. Delivering new vocabulary in all subjects using Word Aware (Concept Cat in EYFS). Specific vocabulary taught through Word Aware is shared with families via Class Dojo;
- Ensure that teaching is adaptive: effective direction and a range of support is given in order that the children make at least good progress and, where possible, accelerated progress from their starting points;
- Demonstrate secure subject and pedagogical knowledge (supported by Subject Leaders and Senior Leadership to ensure the curriculum is ambitious, outward looking and in-line with new developments) in order to adapt teaching strategies to inspire children and build their understanding;
- Engage children positively in their learning through use of collaborative structures (Kagan etc.), DEAL drama and actively teaching metacognition;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning, matching home learning to class-based and online learning appropriately to develop progress;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order to extend children's learning, both within individual lessons and over a sequence of learning;
- Use a range of resources effectively (including technology and other adults) to support and challenge children;
- Inspire all children to develop a love of reading and master the range of reading skills required to access the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding and provide on-going opportunities for assessment;
- Facilitate children working independently, with partners, as part of small groups and as a whole class;
- Provide regular response marking (both verbal and written), which leads to rapid and sustained progress;
- Ensure learning is delivered through meaningful contexts, retained and regularly revisited.

Opportunities will be made available across the curriculum to develop:

- Confidence and self-belief;
- Positive relationships, empathy and British Values;

- Resilience and a growth mind-set;
- Communication skills, vocabulary, debating skills and respect for the views of others;
- A love of reading;
- Application of number;
- Computing skills;
- Problem solving, reasoning and lateral thinking;
- Collaboration and teamwork;
- Appraisal of own work and that of peers, improving learning and performance as appropriate;
- Children's own strengths and interests.

### **Adaptive Teaching: support and challenge**

At Vernon Park Primary School, we aim to ensure that our children make maximum progress in all areas of the curriculum by planning and delivering challenging and stimulating lessons. Subject-specific pedagogy and developments are used to support a graduated approach in each area of the curriculum with the aim that the majority of children will access an age-appropriate curriculum.

### **Curriculum Planning**

The education opportunities provided for all pupils by Vernon Park Primary School are based on the following requirements:

- The Primary National Curriculum and current TAFs;
- The Statutory Framework for the Early Years Foundation Stage;
- The Stockport syllabus for Religious Education;
- The PSHE association framework and DfE statutory requirements in RSHE;
- The needs, skills, knowledge and interests of the children we are teaching.

### **Long Term Planning**

- Our whole school topic-led overview (LTP) plots the content covered from the EYFS to Year Six for each key phase and curriculum area.
- It ensures a broad and balanced curriculum is delivered across the school with clear and comprehensive coverage and opportunity for vocabulary, knowledge and skills-based progression, creating a broad and balanced curriculum.
- Cross-curricular links and opportunities for educational visits are also clearly identified.

### **Medium Term Planning**

- Is based on the Programmes of Study given in the National Curriculum.
- Plans are developed during termly department meetings with the DHT;
- In the EYFS, our medium-term plans are based on guidance within the Statutory Framework for Early Years, Development Matters and V.O.P.A.L. documents. They aim to consider child-led interests to ensure engagement and enthusiasm from all pupils. Staff use the V.O.P.A.L. framework to monitor development;
- Clearly outline opportunities for progress of skills and knowledge-based learning in English, Maths, Science and all foundation subjects.

### **Short Term Planning**

- Staff complete a weekly timetable which is agreed as a phase and a daily visual timetable is shared with all pupils.
- Detailed weekly plans for English and Maths are provided by each phase (Pro-forma can be found in the VPP Whole School Planning, Planning Pro-forma).

- Planning shows clear skills and knowledge progression throughout the week, with opportunities for self and peer assessment; editing and improving work; and reflection of learning.
- Learning Objectives and Success Criteria, along with an outline of the lesson, are clearly stated. Adaptive teaching strategies (including worked examples) and quality resources are prepared in advance. Planning and resources are shared on the staff drive / Google Drive by the end of the week prior to teaching.
- Planning is monitored and quality assured by the SLT and subject leaders.
- A printed copy of the timetable will be available on a clipboard in each classroom.

### **Classroom Environment**

We believe that children should be fully immersed and engaged in their learning and the classroom environment plays a principle role in ensuring this. In order for our children to be the best they can be, we aspire that:

- Are calm and neutral to support all children's learning needs and to minimise cognitive overload;
- All children are involved in the process of creating and maintaining a purposeful, tidy and safe classroom.
- All teaching areas should clearly display RWI speed and complex sounds on a poster or cards;
- Each classroom should celebrate our learning ethos: *Vernon Park - an exciting place to learn and an exciting place to be.*
- They should have a working learning wall for English, maths and science; a topic-based board; clear display of class charter and school rules and other relevant displays including all foundation subjects British Values and PSHE. Art displays are showcased in shared spaces throughout school;
- A world map and history timeline (appropriate to age of pupils) as well as awareness of computing and e-safety must be displayed at all times;
- Displays will have explicit links to the curriculum, celebrate children's work and promote high standards;
- Displays should be regularly updated, to run concurrently with children's learning, on a weekly, half-termly or termly basis;
- The classroom environments should be both language and numerate rich and should be organised in a way that promotes and encourages independent and further learning opportunities;
- Classrooms should promote a love of reading, with a wealth of suitable books available in a large variety of genres;
- Collaborative learning is promoted by table structures and Kagan learning resources (e.g. manage mats);
- Classroom resources are well stocked, organised and labelled so the children have ownership and independence is encouraged;
- Table resources are stored neatly in central tidy boxes so children have all equipment to hand.

### **The Role of Support Staff**

In our school, all support staff, including key workers, play a central and specialised role in pupils' learning processes. Key elements of their role are:

- To aid the quality first teaching, either through direct delivery or by enabling access for identified children;
- Supporting / challenging a small group / individual pupil within or outside the classroom;
- Delivering intervention groups under the guidance of the Assistant Head Teacher (SEND/ Inclusion Lead), Stockport Inclusion Team, external therapists and class teachers;
- Carrying out assessments;
- Preparing resources/ displays;

- Supporting children with specific SEND targets.

## Home Learning

Collaboration and a shared ambition are encouraged between home and school. The school has created phase appropriate Home Learning Challenges for families to complete with their children to aid whole-child development.

Homework is considered to be a valuable element of the learning process. In a bid to make homework more accessible to all children, home learning tasks will be set on our online platforms: (Google Classroom – if appropriate) Class Dojo, Seesaw, Spelling Shed, Accelerated Reader, and TTRockstars. If a family has no access to the internet or children are sharing computers at home, the school will make necessary arrangements to support access.

Reading is prioritised. All children are regularly encouraged to read (minimum expectation of 5 times a week). Families are invited to report their child's home learning reading journey via Seesaw and children will be awarded dojos for successful completion of reading. Children will have regular opportunities to change their reading books (including their reading for pleasure books) and will have a regular library slot. High quality class libraries also promote reading for pleasure and children are able to borrow a variety of titles from these.

The school's agreed practice for home learning is that:

- Tasks are set on a regular basis, for all years (see below for specifications);
- Children are expected to take pride in their work, keep up-to-date and complete tasks to a high standard;
- Activities will generally follow on from work, which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It does not include new learning concepts that require explanation from a teacher;
- Activities may sometimes consist of preparation for work yet to be done;
- Children should understand exactly what they are expected to do, how to do it, and how long it should take;
- It may sometimes involve the participation of the parents.

Year Group agreed home learning

- Nursery – each child will regularly share a library book and a picture book with parents / carers. We also send home Makaton vocabulary and a song or rhyme each week related to our topic;
- NR - each child will regularly share a library book and a reading book with parents / carers (Phonics/PM scheme). We also send home Makaton vocabulary and a song or rhyme each week related to our topic. In addition, the children receive Key Words to learn at home from the Words First scheme, and RWI letter formation sheets as well as their SALT homework from the SLT.
- Reception – each child will have a Read Write Inc. task (where appropriate), one RWI reading book (changed weekly in school), one library book and a related reading challenge to complete in their homework book. A minimum of 5 nights reading is expected at home and families are asked to sign the reading diary to support this. Weekly vocabulary is shared each week via Class Dojo. Children also have half-termly Red Words to learn and RWI sound books to aid the revision of the sounds that have been taught;
- KS1 – the children will have sound sheets linked to the new RWI sounds taught, a weekly spelling task on Spelling Shed, reading books changed weekly and an activity set on TTRockstars (when appropriate). A minimum of 5 nights reading is expected at home. Additional tasks may be set on Class Dojo and children have the option to choose a library book to take home to share with families each week, to support their love of reading.

- KS2 - children change their reading books as needed. A minimum of 5 nights reading is expected at home. Children may also choose a library book to support their love of reading. All children are expected to practise times table skills on TTRockstars (minimum of 100 points weekly). Spelling activities are set on Spelling Shed, pupils have access to Accelerated Reader quizzes and in Y6 additional SATs preparation work is set. Additional activities linked to learning in school may also be set using Class Dojo and Google Classroom (when appropriate). Spelling patterns are also practised in school as part of daily handwriting and statutory word lists are shared at the start of the school year.
- From nursery to Y6, no holiday homework tasks are set, but children are encouraged to read as much as possible.

### **CPD**

We always aim to improve standards in teaching and learning. To achieve this, we ensure all staff are offered professional development through weekly CPD, INSET and other relevant training opportunities from national leaders or the Local Authority.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the curriculum areas by the subject leaders and SLT. A regular review of progress and attainment is held with all members of the teaching staff in the form of pupil progress meetings, which include discussions around our whole school curriculum and the impact of the interventions that are used. Subject leaders will regularly monitor children's books and conduct pupil voice surveys. The SLT will observe each class teacher in a specified curriculum area through an agreed programme of monitoring and observation and feedback will be used to improve provision.

Policy date: 5<sup>th</sup> September 2024

Review date: September 2025