Purley Partnership Federation

Purley Nursery School
Achieving and growing together

Christ Church Primary School
Nurturing lifelong learners with God's guidance

Learning and Teaching Policy
Written November 2022 For review November 2026

This policy is for all staff so that they understand the expectations and can see how to participate in developing learning. It is also intended for any one in the wider community to help them understand the federation schools' current understanding of learning and what the schools do to promote learning for life. The whole community have a role to play in developing learning; teachers and teaching assistants, children and parents/carers.

The schools in the federation seek to continually improve learning through engagement with new research and literature.

Aims and Objectives

- To develop a clear understanding of learning and how this can be promoted in classrooms and the wider school community
- To promote teaching of the highest standards, that maximises learning of the highest quality for all pupils regardless of race, gender, ability or disability.
- To ensure that all learn how to learn effectively
- To promote life-long learning

At Purley Partnership Federation we aim to develop everybody's individual excellence, enabling every child and adult to meet their full potential and to flourish within our schools.

Our curriculum offer at The Purley Partnership Federation gives our pupils the SCOPE to excel in everyday life and build the knowledge they require to thrive in an ever changing world.

Spirituality - Pupils are encouraged to explore and develop their spirituality and build upon this during their time in our school.

Community - Pupils are encouraged to be an active part of the community, both with our schools and federation community, but also outreaching into our local community and to international communities.

Outdoor Learning - We believe that outdoor learning, by its very nature, is multi-sensory. By offering learning opportunities outdoors, it enables our children to explore, learn and investigate within the natural world.

Purposeful - Learning is proven to be more effective and meaningful when it has a purpose. At the Purley Partnership Federation, we aim to provide activities which have a meaningful outcome.

Enriching - As a federation, we strive to offer our pupils enriching activities to ensure their learning is promoted and cemented through enriching and engaging opportunities.

This is all underpinned by our Federation Charters.

Parents and carers

Parents/carers are the children's first teachers and partners in developing children's learning. The schools are committed to working in partnership with. It is hoped that the parents/carers will:

- Encourage and support children in all aspects of learning
- Attend workshops to develop an understanding of how to help their children with learning
- Adhere to the home school agreements (Christ Church School only)

Children

Learning is much more powerful where children generate the lines of enquiry and are able to make choices to control their learning.

Expectations are that pupils will:

- Set the directions for learning in the Foundation Stage - teachers will plan learning linked to children's interests in line with the Early Years Foundation stage guidance
- Be encouraged to show what they already know at the start of new areas of learning
- Generate questions that they would like to investigate related to an area of learning

- Be involved in deciding 'What makes good…?' at the start of learning and use this as a tool to evaluate their progress.
- Be involved in agreeing next steps – children will contribute to evaluating whether they have achieved their next steps and in considering subsequent next steps
- Develop and follow the rules for the classroom to support learning
- Develop independence in learning and in accessing the resources they need
- Talk about their learning and the learning process.
- Take responsibility for their own learning

In order to ensure each child has the opportunity to engage deeply in Foundation Subjects, we run a 2 week timetable. Children in Key Stage 1 and 2 receive the following (on average over a year):

Maths - 5x per week

English 5x per week

ERIC 10 min per day

PE 2 sessions per week

RE 1 session per week

Science 1 session per week

Computing 1 session per week

PSHE 1 session per week

Art 1 session per fortnight

Music 1 session per fortnight

History 1 session per fortnight

Geography 1 session per fortnight

MFL 1 session per fortnight

To promote effective learning, staff will use the following:

1. **Create and managing a positive and stimulating learning environment**
   This will include:

   - Ensure that resources are well-organised and clearly labelled so that children can access them easily
   - Create displays that value, stimulate or enhance learning and incorporate evidence of the learning journey.
     - Displays in Christ Church School should be a neutral background with a black border and black backing on the work.
     - They should be predominantly children's work. This could include the learning journey, not just the finished article.
     - At Christ Church School each classroom should have a display for Maths, English, Science and RE. They should also have a Prayer Area. Displays should include a bible quote.
     - Displays in Christ Church Hall are replaced annually in the Autumn. These focus on our Christian Values.
     - Displays in Christ Church corridors are replaced annually in the Summer, ready for Autumn. These focus on our diverse nature. They are produced with the children when they meet their new teacher and should be displayed for when they arrive at their new class in September - to give them some belonging to their new Year Group.
     - At **Purley Nursery Schoo**l, learning displays will include reference to the Characteristics of Effective Learning, skills and learning sequencing across the areas of EYFS. All displays are to represent both child and adult voice to illustrate the learning journey and process.
     - All displays should have calming background colours that do not distract from the learning displayed.

   In Christ Church School, all areas and displays reflect the Christian ethos of the school.

2. **Support children in understanding how they learn and support them to find the way in which they learn best**.

   This will include:

   - Providing children in the early years with opportunities and support to enable them to develop the characteristics of effective early learning.

- For older children at Christ Church School this is linked to the language of 'Learning Power' Children are taught the language of 'Learning Power' and discuss developing their learning muscles.

- Use of talk partners

- Time for reflection on the learning process

- Use of effective questions to draw attention to the learning experience
- Adults will model their own learning formally and informally

3. **Actively engage children in Assessment for Learning (AfL)**
   Staff use 5 strategies to promote assessment for learning:

   - Sharing learning expectations
   - Eliciting evidence
   - Feedback
   - Self assessment
   - Peer assessment

4. **Tools and strategies used to engage children effectively**

   This will include:

   - Opportunities to **link new knowledge with existing knowledge** and experiences.

   - Provide opportunities for recall.

   - Recognising the children have a **range of preferred approaches to learning,** provide opportunities for children to learn in a variety of ways.

   - Acknowledge each child as an individual with particular strengths and interests

   - **Encourage all children to participate in whole class sessions** through the use of such strategies as; no hands up for a particular question, teachers pick from a set of named lolly sticks, target a question for a particular pupil/group, use of individual whiteboards.

   - **Talk partners/ Learning partners**

   - **Peer support**

   - Use **Think, pair, share**

   - Use of **open questions and activities** to challenge pupils

   - Encourage children to take **responsibility** for managing their learning.

   - Provide opportunities for **children to lead their own learning**

- **Use questions to promote spiritual development**

5. Link the learning through themes to make it more coherent for children

Teaching
Our philosophy for learning is underpinned by our "Quality First Teaching"

To ensure effective learning in the classroom, all teaching will:

- Be effectively planned and evaluated – In the EYFS teachers observations of children's skills and interests to create opportunities for learning to take place. Where planning is adult led or directed this follows a theme generated from those interests. Class teachers of older children should be planning and evaluating their own lessons. There is no set framework for planning - planning is for the teacher. Purley Nursery teaching staff evaluate strategies and activities verbally through daily evaluation meetings. This enables staff to effectively meet the learning and emotional needs of the children and adapt accordingly.
- Be adaptable – Plans are working documents and planning for the next day may be changed as a result of the evaluation outcomes of the previous lesson
- Provide clear learning intentions and then work with children to develop success criteria – so children know clearly what is expected of them and can evaluate their own learning
- Ensure that the planned learning is appropriate for all the different abilities including the exceptionally able learners and those with SEND. Consideration will be given to how less able children can access the learning and how the more able will be moved on if they already or quickly demonstrate achievement.
- Specify how support staff and other adults are engaged in supporting the learning process
- Be used to identify 'Next Steps' so that individuals or groups of children will be clear about their next steps in learning. These should be set frequently in reading, writing and maths and reviewed regularly.
- Ensure feedback is provided to children on their learning in line with the guidelines below.

Monitoring
We will monitor the standard of learning and teaching. The evidence we use to monitor learning will include:

- Informal evidence - conversations with children and adults; labels on displays looking for a focus on the learning process.

- Formal evidence - monitoring of attainment in reading, writing and maths every term during assessment week. In **Purley Nursery School,** attainment in all aspects of the EYFS are monitored every term.

- Discussions - Individual teachers or key workers meet termly with the Head Teacher at Christ Church School and the Lead Teacher at Purley Nursery School regarding individual learners

- Data analysis - Whole school data analysis will occur 3 times per year for all areas of learning in the Foundation Stage and for reading, writing, maths and RE in KS 1 and 2 to identify patterns, trends or anomalies within the outcomes for our learners.

- Lesson observations/key worker observations/teaching assistant observations/coaching – these will show how well teaching staff promote learning and indicate levels of engagement of the pupils and progress made.

- Subject Monitoring for the primary school – this is completed in line with the monitoring schedule through, observing lessons, work scrutiny, looking at displays and talking to children. This is carried out by subject leaders looking at standards in their subjects. Outcomes of monitoring are fed back directly to staff and the leadership team and indirectly into action plans and the School Improvement plan.

- At Purley Nursery School, focused 'Learning Walks' are carried out every half term to maintain high standards in adult interaction, child engagement, enabling environments and to ensure all children are challenged effectively.

- Governors – The Governing body will monitor the overall effectiveness of the learning and teaching policy through the school self review processes. This includes reports for the curriculum committee on pupil attainment, the progress resulting from implementing the school improvement plan, reports from subject leaders and the Head of School for the Nursery and Executive Head Teacher for Christ Church School.

Assessment

At Christ Church Primary School and Purley Nursery School we believe that assessment is a continuous part of learning and teaching. We use assessment to inform us about children's learning and believe that evaluating a child's progress with the child themselves is vital in raising standards and ensuring all pupils fulfil their potential. Assessment is an integral part of our planning, evaluating, recording and reporting cycle.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. At Christ Church School teaching staff will respond to pupils' work including points for improvement/ development as appropriate. Pupils will receive this as verbal feedback in most cases. All support staff working with children will give pupils verbal feedback.

Staff may use a pink highlighter to show where a child has achieved the Learning Intention, they may use a green highlighter to show an area where a child needs to develop something. Any responses to this should be completed by the child in a purple pen.

Maths work will be marked daily.

RE feedback will include questions that develop spiritual development, to extend pupil's spiritual thinking. This will sometimes be written into books for children to respond to in purple pen.

At **Purley Nursery School** verbal feedback is predominantly used to support children's understanding and awareness of their next steps in learning. Children's awareness of their learning is captured in child's voice speech bubbles on displayed learning stories in the classroom and in children's individual Records of Achievements
At both schools we also value self and peer assessment to enable children to understand their own learning.

At **Christ Church Primary School** and **Purley Nursery Schoo**l termly records on Target Tracker will be made to allow teachers to track attainment and compare a child's progress over time.
At Christ Church School pupils in Years 1 to 6 sit Assessments each term. The results from these, along with teacher assessment, inform teachers of whether children are on track to meet expectations by the end of each key stage. Teachers assess whether children are beginning, working within or secure on the key performance indicators for each year group. Children in EYFS are assessed against the Prime Areas in Autumn Term and both Prime and Specific Areas in Spring and Summer Terms. This is by teacher assessment.

Pupils are formally assessed through:
Reception Baseline - Autumn of Reception Year
Foundation Stage Profile - Summer Term of Reception Year
Phonics Assessment - May of Year 1 (they can resit in Year 2 if they do not achieve the pass mark)
Key Stage 1 Assessment - May of Year 2
Year 4 Multiplication check - June of Year 4
Key Stage 2 Assessment - May of Year 6

At Christ Church School, we do not complete assessment drops for foundation subjects. Progress is tracked through a book and/or folder which follows the child's progress from Year 1 to Year 6.

Reporting

Christ Church School hold 3 parents evenings per Year:

Autumn 1 - This is an opportunity for parents to discuss how children are settling in their new class.

Spring 1 (accompanied by a written report which has comments and targets for Reading, Writing, Maths, Computing and Science) - This is an opportunity to discuss progress so far within the year.

Summer 2 - This is an opportunity for children to come in and lead the meeting with their parents in the form of a book conference.

At the end of the Summer term parents receive a written report.These reports will have a general comment, alongside targets and comments for Maths/Eng, RE and 'other areas of learning'. (No targets for Yr6)

At Purley Nursery School, Keyworkers host 3 parent conferences a year - 1 each term to provide feedback on children's well-being and attainment.

In addition to this, an end of year report is written for each child transitioning to Primary School providing feedback on learning successes and next steps for each area of the EYFS.