



TEACHING AND LEARNING POLICY

Name Of School	Stanmore Primary School
Date Of Policy Issue	November 2023
Date Of Policy Review	November 2024
Name Of Responsible Headteacher	Mrs Sharon Taylor

Our purpose:

Teaching and Learning is at the forefront of the development and success of every child at Stanmore Primary School. The purpose of this policy provides a clear and structured framework for the minimum expectation that learners can expect at Stanmore Primary School from EYFS – Year 6.

Our values:

We are committed to purposeful and irresistible learning where our children are inspired to thrive and everyone is the BEST that they can be.

Belonging

Everyone is welcomed every day as a valued member of an inclusive community, where everyone feels safe, secure and happy.

Excellence

We set no limits on what can be learned or who is able to learn.

Support

We celebrate achievements and help people when they need support.

Trust

Our children develop a sense of trust in themselves to make positive choices and positive contributions.

National Guidance

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/national-curriculum>

Rationale

The quality of Education is fundamental to the progress of children and success of the school and we therefore have a duty to provide this. Therefore the need to:

- develop the quality and standards of teaching through a supportive process of formal and informal review and continuing professional development training
- deliver a curriculum that is ambitious, broad and balanced ensuring that curriculum planning identifies and sequences the key components of knowledge that pupils are expected to learn across all year groups, as well as the required end points.
- provide a high quality inclusive and supportive learning environment which encourages all children to achieve the highest standards possible

Effective teaching and learning

We recognise that learning is a continuous process which involves securing concepts, acquiring substantive and disciplinary knowledge and developing positive and worthwhile attitudes. We strive for high quality teaching at all times to promote active learning.

High Quality Inclusive Teaching:

- helps children to recognise and value their achievements and successes
- builds on what learners already know
- builds secure foundations for subsequent learning
- makes learning exciting and real
- makes learning an enjoyable and challenging experience
- develops knowledge across the curriculum
- develops resilience

Effective teaching and learning takes place in an environment in which:

- relationships provide a confident and positive atmosphere
- it is stimulating and purposeful, and where children's learning is valued and displayed
- a culture of self-evaluation and self-awareness prevails
- there is time for reflection
- children are at the centre of their learning and have a voice in their own learning and development
- learning, attitudes and effort are valued
- there is mutual respect between all members of the school learning community
- children relish challenges and recognise that making mistakes is part of the learning process
- lessons are well-paced; teachers vary pace to match the task and individual children's needs
- support from home is encouraged
- pupils can demonstrate the keys for success: Respect, confidence, cooperation organisation, resilience and persistence
- pupils develop respect towards one another and the wider community
- children enjoy learning and are engaged in a wide range of learning experiences

Teachers and support staff at Stanmore Primary School:

- actively promote independent learning
- use a positive language script
- encourage children to be responsible for their own learning, their environment, themselves and others around them
- ensure learning objectives and steps to success/success criteria address the needs of all children
- ensure the behaviour of all children allows learning to take place

- equip children with the ability to transfer knowledge and skills
- have the flexibility to embrace and explore innovative responses without losing sight of the intended learning outcome
- develop lessons beyond the original objective in response to children's progress within a lesson, to better respond to and extend children's learning
- make explicit reference to the learning that is taking place
- recognise that children learn in different ways
- set learning in a meaningful context and exploit links between subjects
- use skilful questioning
- have high expectations of children's learning, behaviour and progress

National Curriculum Aims

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which pupils can develop exciting and stimulating lessons to promote the development of pupils' knowledge understanding and skills as part of the wider curriculum.

The National Curriculum is taught in our school. The National Curriculum is an agreed body of knowledge, sequenced over time. Our curriculum is organised for single year groups. Implementation of the curriculum develops children's sense of identity and personal values.

The school uses published schemes – Cornerstones Maestro Curriculum, Read Write Inc. and White Rose Mathematics to ensure that knowledge is sequenced over time. The sequence of learning is underpinned by the national curriculum objectives and is personalised to the school through the Stanmore Enrichment Curriculum.

Stanmore Enrichment Curriculum

All themes are enriched and supported by educational visits and visitors to school. Whenever possible, first hand experiences are an essential part of what we offer and we include the opportunity to use our extensive school grounds to support this. Our school curriculum provides for broader personal development, through the extracurricular opportunities offered. Our locality: Stanmore, Winchester is used to build a sense of belonging and place. We aspire for all of our children to recognise that they have a place and a responsibility within the world beyond Stanmore. We introduce them to ways in which they can connect with the wider world.

Our keys for success form the basis of our character education: resilience, persistence, organisation, confidence, cooperation and respect are promoted throughout the entire curriculum to develop learning behaviours and habits, preparing children for successful young adulthood.

Impact

The impact of our curriculum will be assessed regularly. This review will be undertaken by Governors, senior leaders and subject leaders, to ensure that we are meeting our aims. Synergy between our intention and implementation will be evaluated. All children in our school, including the most vulnerable, should leave equipped with the basic skills, knowledge and cultural capital they need to lead successful lives. Children will be assessed against an intended progression of knowledge and year group expectations of knowledge defined by the subject leader. Teachers will regularly check understanding and use this to inform next steps in planning. Where appropriate tests will be used to benchmark attainment.

Monitoring of Teaching, Learning and the Curriculum

Subject Leaders are responsible for the long term planning, monitoring and evaluation of their subject. They work with Year group teams to ensure that the implementation of the curriculum subject matches the intention. They are responsible for the purchase and management of resources. We have an ongoing, whole school approach to the monitoring and evaluation of teaching and learning. The focus for monitoring is also derived from identified school priorities in the SIP and draws on the following:

- direct observation of teaching
- focused learning walks
- scrutiny of pupils' work
- scrutiny of planning
- teachers' self-evaluation
- discussion with staff
- discussion with children
- discussion with stakeholders
- analysis of assessment and tracking for all pupils and specific groups of pupils
- targets set at performance management
- governor visits and their reports

The key aim of this monitoring is to learn from good practice. It helps us to identify our strengths, recognise when improvements need to be made and inform us of the next steps to move forward.

Teaching and Learning - Science

1. Our rationale for teaching science

Science is a body of knowledge built up through the experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. Science is also a collaborative activity where ideas and suggestions are shared and investigated together. Through practical activities and team work, children experience and learn how to work together have mutual respect for one another and value social cohesion.

We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. Our aims in teaching science include:

- Preparing our children for life in an increasingly scientific and technological world.
- Fostering concern about, and active care for, our environment.
- Helping our children acquire a growing understanding of scientific ideas.
- Helping develop and extend our children's scientific concept of their world.
- Developing our children's understanding of the international and collaborative nature of science.

Attitudes

- Encouraging the development of positive attitudes to science.
- Building on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and responsibility.
- Building our children's self-confidence to enable them to work independently.
- Developing our children's social skills to work cooperatively with others.
- Providing our children with an enjoyable experience of science, so that they will develop a deep and lasting interest and may be motivated to study science further.

Skills

- Giving our children an understanding of scientific processes.
- Helping our children to acquire practical scientific skills.

- Developing the skills of investigation - including observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Developing the use of scientific language, recording and techniques.
- Developing the use of ICT in investigating and recording.
- Enabling our children to become effective communicators of scientific ideas, facts and data.

2. Our teaching aims

- Teach science in ways that are imaginative, purposeful, well managed and enjoyable.
- Encourage and support children to ask questions about the world and use scientific processes to try and answer them.
- Support children to make links between science and other subjects.

Science is a core subject in the National Curriculum.

3. How science is structured through the school

Planning for science is a process in which all teaching staff are involved. Delivering a broad and balanced science education to our children is a core principle of our school. Science teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances of our school.

KS1 and Foundation stage teachers teach science for a minimum of one hour each week.

KS2 teachers teach science for a minimum of two hours per week.

In KS1 and Foundation stage, a minimum of one third of lessons overall include practical scientific enquiry.

In KS2, a minimum of 50% of lessons overall include practical scientific enquiry.

The school ensures that a broad and balanced science curriculum is followed in which enquiry is at the heart of our children's scientific learning.

Our science scheme of learning is available on the school website and was agreed after whole-staff discussion. It ensures progression between year groups and guarantees topics are revisited. Teachers adapt and modify the model plans to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available. [As a maintained school we ensure that any modification does not omit any of the NC]

To better suit the needs of individual classes or mixed-age groups, units may have been moved between years or amalgamated, where appropriate. However science is taught every half term throughout the school year. Some units may be taught in collaboration with outside agencies, including neighbouring secondary schools.

4. Our approach to science

- We have adopted Cornerstones Curriculum, which is adapted to our circumstances.
- Our Curriculum and pupil task sheets are available electronically.
- The Curriculum, Teachers' notes and pupil task sheets have been adapted to the needs of our children.
- Task sheets have been adapted with widgeits or translated for first-language use as appropriate.
- We use ICT widely in science. Children are given the opportunity to practice science skills and enhance presentations using carefully-chosen software.
- We use ICT for enquiry work, including microscopes with digital cameras, video capture, activities, and data logging.
- We use Google Classroom to share science resources e.g. videos and software.
- The school combines these secondary sources with first-hand scientific enquiries, building children's science skills.
- We actively teach science skills, and reinforce learning with selected enquiry simulations only when a hands-on practical activity cannot be done.
- We encourage children to ask and answer their own questions as far as practicable.
- Children complete at least two full enquiries each term, taking increasing responsibility for their planning, carrying them out and recording/interpreting the results.

- We use homework to support school and class activities. This relates to the school's overall homework policy.
- We sometimes use cross-curricula links to teach science with, for example, technology units.
- We develop science informally through [science clubs, British Association of Young Scientists membership, local Wildlife Trust membership, school visits, parent meetings and other out-of-school activities].

5. Equal opportunities in science

Science is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain science knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach science in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- We value science as a vehicle for the development of language skills, and we encourage our children to talk constructively about their science experiences.
- In our teaching, science is closely linked with literacy and mathematics.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We exploit science's special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

6. Assessment and recording in science

We use assessment to inform and develop our teaching.

- Topics begin with an assessment of what children already know.
- We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of, each topic record achievement and celebrate success.
- We mark work positively, making it clear verbally, or on paper, where the work is good, and how it could be further improved. Children's work is compared with age appropriate exemplification. We moderate children's work termly to ensure consistency. Assessment records are reviewed regularly.
- We have a tracking system to follow children's progress. The school science coordinator monitors progress through the school by sampling children's work at regular intervals. Children who are not succeeding, or children who demonstrate high ability in science, are identified and supported.
- The school uses commercial end-of-unit tests to assess summatively. Assessment data is used to highlight areas where intervention or catch-up work is needed. Equally important is the continuous assessment of children's work, much of which is informal. This assessment is used to inform teaching throughout the school.
- The Y2 & Y6 staff assess children's attainment and progress at the end of each key stage. This is based on assessment records and work samples from across the key stage and is supported by the science coordinator and previous class teachers if needed.
- Reports to parents are made verbally each term, and written once a year, describing each child's attitude to science, his/her progress in scientific enquiry and understanding of the content of science.

Review

This science policy will be reviewed by the science curriculum leader and the senior management team.

