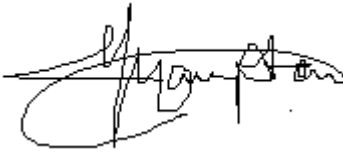




Roman Way Primary School

Teaching & Learning Policy

Issue Date	13th March 2025
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Reviewed and approved by Governors	
Name	Tanya Hampton
Signed	
Date	27 th March 2025

Review Date	September 2027
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Roman Way Primary School

Teaching and Learning Policy

Rationale

'Simply put...effective teachers find out what children can't do, teach it and then get them to practice it!'

At Roman Way Primary School we are committed to High Quality Inclusive Teaching and Learning (HQIT).

We believe that learning should be a rewarding and enjoyable experience for all children. Through good and outstanding teaching we will provide an inclusive, creative and stimulating environment enabling all children to achieve their best every day. We work in a reflective learning culture with permission to take risks and learn by our mistakes. We offer equality of access to an evolving, wide and rich curriculum that meets the needs of every learner and reflects the cultural diversities in our community. Our curriculum will motivate and engage our children to enjoy learning for life.

Teaching needs to be tailored to the needs of the children and will equip them with the skills, knowledge and understanding necessary to make good or better progress and become confident.

Roman Way strives to be an inclusive school and will make adjustments where reasonably practicable for any pupil to access the curriculum.

At the end of the Roman Way journey our children will be equipped with the skills to keep safe, the confidence to try new experiences and the strength to challenge injustices around them. Our children will want to contribute positively to the local community and global issues.

Aims

We believe that good and outstanding teaching and learning is when all children have clear direction, planning is adapted to individual need, task design is appropriate, assessment for learning is used throughout the lesson, misconceptions are addressed and children are praised for their success. Children should be actively involved in their learning at a level to

match their learning needs and be challenged when they are working in an environment which is safe, caring, supportive and stimulating.

By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning across our school
- To use 'real time' assessment to consolidate understanding
- To enable teachers to teach as effectively as possible through strong leadership support and CPD
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all, including disadvantaged pupils: pupil premium, special educational needs (SEN), looked after children, post-looked after children, travellers, pupils with or from families with mental health needs, refugees and those who make up the lowest percent of attainment in school.
- Enable EAL learners to access all of the curriculum with support from EMTAS

Teaching styles

The flexible grouping approach should be used in the vast majority of lessons in order for children to start at the correct stage of learning and make maximum progress within each lesson. Teachers and LSA's should be working with small cut away groups throughout the lessons, moving children on when necessary, supporting when needed and enabling children to be independent. No adult should stay with the same group of children throughout the lesson. Each child should be given the opportunity to independently work on a challenge suited to them and have the opportunity to use pupil voice within their learning as much as possible. Assessment for learning should be used by all adults throughout each lesson to accurately assess and challenge each child. Assessment for learning should inform the development of high quality task designs which will lead to specific outcomes.

Principles of Teaching and Learning

At Roman Way we are teaching learners to develop the following learning behaviours:

Resourcefulness - to use resources to support their learning

Independence - Children are independent learners able to decipher instructions and select appropriate strategies to complete tasks

Co-operation - Children can work collaboratively with others and communicate effectively and confidently using the language of the lesson

Resilience - Children are active in their learning – try different approaches to be successful, don't give up and understand you learn by mistakes

Creativity - Children are encouraged to be creative and explore a variety of resources and techniques

Reasoning- Children can justify and explain their learning choices and outcomes

Making links - Children can lead their learning (pupil voice, ownership) and apply learned skills across the curriculum

Curiosity - Children can explore different avenues and questions

Behaviour For Learning

In order for high quality Teaching and Learning to be effective behaviour for learning must be in place. A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others. 'Build a school that is full of them and there are no limits to achievement.'-Paul Dix. The Thrive approach is used to support children who are not ready to learn. Adults understand that behaviour is a form of communication of their underlying needs. Adults then use the Thrive approach to better understand and meet each child's social and emotional needs. Communication from staff is positive, warm and friendly. It is assertive when necessary.

Our children are expected to always be ready, respectful and safe. (Please see our behaviour policy for more information) and behaviour steps are followed consistently across the school.

Roles and Responsibilities

Governors

- Our Governors determine, support, and review the school policy on Teaching and Learning
- Support the use of appropriate teaching strategies by ensuring allocation of resources are effective
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of Health and Safety regulations
- Will be supported by SLT and shown examples of effective teaching and learning strategies and how they raise pupil attainment
- Ensure that Staff Development and Performance Management policies promote good quality teaching

- Monitor the effectiveness of the school's teaching and learning policies by receiving reports from subject leaders and the Headteacher's report to Governors as well as a review of the in-service training sessions attended by our staff

Senior Leadership Team

- Have high expectations for teaching and learning
- Regularly monitor effectiveness of teaching and learning and provide swift feedback and support to staff
- Be present in classrooms and provide on the spot modelling and coaching to support staff
- Hold teachers and teaching assistants to account through robust pupil progress reviews and performance management
- Report regularly to governors about teaching and learning within school
- Provide support and training through regular Professional Development Meetings (PDM)

Teachers

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- High Quality Inclusive Teaching is the pedagogical approach throughout the school
- Use robust assessment techniques to accurately clarify next steps in learning
- Recognise and be aware of the needs of each individual child including pupil premium, special educational needs (SEN), EAL pupils, looked after children, post-looked after children, travellers, pupils with or from families with mental health needs, refugees and those who make up the lowest percent of attainment in school.
- Ensure that learning is progressive and inclusive
- Be good role models, punctual, well prepared and organised
- Ensure school records are regularly updated
- Keep up-to-date with educational issues and evidence informed practice
- Inform SLT of any issues which may impact on teaching and learning so that support can be given swiftly
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life

Learning Support Assistants

- To support the teaching; either through direct delivery or by enabling access for identified children
- Encourage independent learning
- Supporting varying sized groups of children within the classroom depending on the needs of the class
- Delivering active interventions, Thrive action plans and pre-teaching under the guidance of the teacher
- Carrying out assessments and any admin tasks for teachers
- Preparing resources
- Supporting children with EHCPs for full inclusivity
- Communicate effectively with the teacher to inform assessment for learning and progression for each child
- Seek support to improve practice
- Have a positive attitude to change and the development of their own expertise
- Follow marking and feedback approaches

Families

We believe that families have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to ensure their child attends school in good health, maintained by adequate diet, exercise and sleep
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Support learning with daily reading, times table practice and spellings.
- Communicate with the school at their earliest convenience to discuss any concerns, in a calm and respectful way
- Complete any homework tasks in a timely way
- Attend Family Evenings to discuss their child's progress

Pupils

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep
- Attending school regularly and punctually

- Being organised, bringing necessary equipment, taking letters home promptly, etc
- Conducting themselves in an orderly manner in line with the expected behaviour policy
- Taking increased responsibility for their own learning
- Actively participate in school life

Community

The community is invited to support the school by:

- Contributing to activities, such as assemblies, specialist outings, clubs, etc
- Presenting themselves as positive role models to be emulated
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- Supporting school events

Learning Environment

Teachers develop and encourage pupils to maintain a safe, organised and inspiring classroom that promotes an independent and diverse learning environment, where children can develop positive behaviour for learning skills. The surroundings in which children learn can greatly influence their academic performance at school. The environment should be an extension of the curriculum. The better the school looks, the more it inspires the people inside it. A well cared for classroom and learning environment can make pupils feel that what they achieve and how they themselves are perceived is important. Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of.

- All areas must be kept tidy and organised- resources clearly labelled and stored appropriately
- Displays need to be interactive, stimulating and interesting- high quality displays through the school to extend learning. They must support current learning.
- Pastel colours are used for displays to create a calming learning environment
- Displays should be language rich and comply with all non-negotiables including translations made of key vocabulary into languages spoken in the classroom
- Classrooms must be bright, well organised learning spaces, free from clutter. Pupils take on responsibility for ensuring their classroom is a pleasant and safe place to learn
- Pupils need to know how to access resources and respect the environment

- Pupils are taught to respect equipment and resources and keep them in good condition by looking after them

Differentiation

Teachers have high expectations and differentiate activities so that all members of the class are challenged and are able to make progress and develop to their full potential. Flexible grouping is the predominant approach used by the school where appropriate children will be grouped for guided input from an adult. Planning for progression means giving children of all attainment the opportunity for fluency, application in different contexts and reasoning at every stage of their learning. Assessment for Learning will be used to differentiate throughout the lesson so that each child's work becomes progressively more challenging. Pre-teaching and active interventions will be used for individuals or groups of children (including children working at the greater depth standard) who need this in order to access the next stage of their learning. Differentiation will be seen through task design which supports and challenges children at every stage of their learning.

Phonics

The Teaching of Phonics:

As a school, we use a rigorous, systematic synthetic phonics program (SSP), Read Write Inc. (RWI), to systematically teach phonics from Year R to Year 2. This approach enables children to learn how to decode words for word reading by teaching letter-sound correspondences (or GPCs). Children are then taught to use this knowledge to decode words for Reading, specifically by looking at graphemes in written words and saying each corresponding phoneme in turn and blend phonemes into whole words. For spelling, children are taught to segment words by identifying phonemes which they then write down using the graphemes which represent the phonemes. In addition to phonetic understanding, children are taught Common Exception words which have unusual GPCs or those which have not yet been taught.

Lesson format:

As part of the daily hour of early reading provision in Key Stage 1, children will be taught phonics in high quality inclusive (HQIT) phonics session and targeted phonics groups.

- Children are taught in small homogenous phonics groups across KS1 year groups, which reflect their performance in RWI phonics assessments.
- Speed sound lessons (SSL) with a review phase are taught daily for 10mins. These SSL are a proven step- by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

- Children read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
- We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.

Assessment

Through regular and accurate assessment, we identify children who fall behind in their acquisition of phonics.

The teaching of phonics will be assessed in a number of ways:

- Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level.
- Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.
- We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points.
- We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials).

EAL (English Additional Language)

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and culture. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, and education against racism and promoting language awareness.

- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- There is a focus on both language and subject content in lesson planning.
- EAL learners are encouraged to use their first language for learning.
- Scaffolding is provided for language and learning, eg talk frames, writing frames.
- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.

- Additional verbal support is provided, eg repetition, modelling, peer support.
- Learning progression moves from the concrete to the abstract.
- Steps are taken to ensure the cognitive challenge remain appropriately high for EAL learners and is not reduced because the English language demand has been reduced.
- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Discussion is provided before, during and after reading and writing activities.
- Specialist EAL support is available for new arrivals from qualified staff who have received appropriate training and support.
- Any withdrawal of EAL learners is for a specific purpose, is time based and linked to the work of the mainstream class.
- Class/subject teachers plan collaboratively with EAL support teachers or teaching assistants.

Times Tables

KS2:

From Monday to Thursday, times tables should be explicitly taught at the start of the mathematics lesson for approximately 5 minutes. This is to ensure that they are fluent in their times table number facts and prepared to move onto the next timetable facts. The planning and teaching of times tables should focus on the use of concrete resources to support understanding, strategies and techniques to aid the children in understanding the concept of times tables; not just tested. This could take the form of:

- Arrays
- Finding patterns
- Making links between known times tables where relevant
- Counting sticks
- Chanting
- Times table grids
- Games and challenges
- Songs

Differentiation:

It is expected that children will be at varying stages in their times table journey. If children are secure in the times tables, which is allocated for their year group, they must be moved on to the times tables from the years above. If they have not yet achieved the target tables for their year groups, they must work on the tables from the year group below. KS2 children who are working on KS1 bands should have extra support in developing an understanding of the concept of 'lots of' before moving on to rote learning of any times tables. Once the children are able to recall all their times table facts, they need to be extended through related number facts, real life problem solving and reasoning.

Application of times tables in calculation:

(See calculation policy)

Children's understanding of times tables is only relevant if they are aware of their application in calculations and real life. In order to do this, the children should be using instant recall of times tables when needed in calculations. This awareness can be created in several ways:

- Highlighting when times tables are being used during modelling
- Discussion of how they are being applied during problem solving
- Inclusion of real life examples of times tables application
- Explicit teaching of multiplication and division
- Practising times tables on a daily basis
- Marking that identifies misconceptions due to incorrect calculating

Times tables on display:

Times tables should be on display in every classroom for children to use as a support and reference. The display should be large enough for all children to see and table top resources can be used where necessary.

Multiplication Tables Check:

The Multiplication Tables Check (MTC) is statutory assessment that the Government has recently introduced for all pupils in Year 4. It is an online assessment that has been designed to assess whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will also help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. All pupils in Year 4 completing the assessments in June.

The MTC is an on-screen check consisting of 25 times tables questions, which means it will be completed on a computer. Children answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

Homework

We expect families to read every day with their children.

We expect families to support children with learning their times tables and spellings.

We explore the barriers to this if families are finding it difficult.

Monitoring and Evaluation

High quality teaching underpins teaching and learning at Roman Way Primary School. It is of the highest priority in the school improvement plan and we strive towards continuous improvement. Teaching and learning will be monitored by all members of SLT. Feedback will

be given and followed up within an appropriate timeframe. Teachers will be supported throughout the process and advice and support will be given. Findings from regular and robust monitoring and regular data drops will inform staff training and future CPD/PDM opportunities. ECT will receive support through the ECT programme (Please refer to the ECT policy).

Date: March 2025

Review date: September 2027