



Moneyrea Primary School

**Teaching & Learning  
Policy**

# Moneyrea Primary School

## Policy for Teaching and Learning

*“Teaching and Learning is the core business of the whole school”*

### 1. Purpose

The purpose of this policy is to set out the approach to teaching and learning that has been agreed by the whole staff and approved by the Board of Governors.

It provides guidance for all staff, both new and experienced, and will underpin the continued development of the school as a learning community.

### 2. Aims

Central to the development of quality teaching and learning are the school's aims. These reflect our beliefs and values relating to the balanced development of our pupils.

Our aims are:

- to offer a balanced, broadly based curriculum which;
- promotes the spiritual, moral, intellectual, physical and emotional development of pupils
- provides children with the skills necessary to take the opportunities and responsibilities which will be met in subsequent phases of learning and adult life
- to ensure each child has equal access to the Northern Ireland Curriculum and other learning opportunities offered by the school
- to provide the highest quality teaching in an enriching, stimulating, happy, healthy and safe environment, where children develop independence and increasingly take responsibility for their own learning and behaviour
- to recognise, value and develop the full potential and talents of each child
- to promote tolerance, confidence, self-esteem, respect, cooperation, self discipline, politeness and high standards of behaviour for all members of the school community
- to build a learning community based on caring relationships
- to be approachable to parents/carers and work together in all areas which will aid their child's development

### 3. The Curriculum

It is our belief that the curriculum comprises a number of well planned, consistently used and carefully managed contexts within which learning will take place: Lessons, Routines, Events, and After School Learning:

#### 3.1 The School Ethos

***'Learning together, caring for one another.'***

Our mission in Moneyrea Primary School is to provide a happy, caring and stimulating, learning environment in which all of our pupils know success and all are equally valued.

Children are at the heart of Moneyrea Primary and the staff will endeavour to nurture the intellectual, creative, social, personal, physical, moral and spiritual development of each pupil.

We want our pupils to develop a reasoned set of values attitudes and beliefs. We want them to develop values in respect of:

Responsibility, Care, and Diligence	Respect, Friendship,	Courtesy, Forgiveness,	Honesty, Patience,
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We want our pupils to make a positive contribution to the life of the school and the wider community.

We are committed to working in partnership with Parents to enhance the learning experience for each pupil.

At Moneyrea Primary School we encourage our pupils to

- Develop a positive self-image.
- Develop a healthy lifestyle.
- To be diligent and to give of their best in everything they do.
- Develop a love of learning.
- Behave responsibly.
- Be courteous and show good manners.
- Develop a caring and conciliatory attitude towards others.
- To be accepting and respect and accept difference.
- Respect the environment

These values are promoted through our curriculum (PDMU, RE, PE etc.), school assembly, circle time, communication with parents and our school, class and individual awards systems.

### 3.2 Lessons

Through our lessons we deliver the Northern Ireland Curriculum, Religious Education and a Modern Foreign Language (French).

The curriculum is delivered in three phases within the school. Each phase has a coordinator:

Foundation Stage	Years 1 and 2	Mrs Riordan
Key Stage 1	Years 3 and 4	
Key Stage 2	Years 5 to 7	Miss Daly

Lessons are planned in accordance with the NIC and the school's schemes of work. Monthly planners are returned for Maths, Literacy and the World Around Us.

We are committed to raising standards in basic skills at our school. By *Basic Skills*, we mean the ability to read, write and speak English and to use mathematics and ICT at a level necessary to function and progress at school, in society and later in work.

Our seven classes are organised by year group.

Teachers are required to submit a teaching timetable, which reflects the relative importance of each subject area.

### 3.3 Routines

#### *The School Day*

8.00am	-	8.45am	Breakfast Club
8.45am	-	9.00am	registration
9.00 am	-	10.30 am	morning Lessons
10.30 am	-	10.45 am	break
10.45 am	-	12.15 pm	mid-morning Lessons
12.15 pm	-	12.55pm	lunch
1.00 pm	-	1.55 pm	afternoon lessons
2.05 pm	-	3.00 pm	senior school Lessons
2.00pm	-	6.00pm	After School Club

### ***Break & Lunch Times***

These are important times of the day where children will develop essential social and other skills. We believe that children should be supported in these sessions through a range of strategies, including:

- Appropriate levels of adult supervision by well trained staff
- Provision of a variety of outdoor activities, games and equipment
- Provision of indoor activities, games and equipment when weather poor
- Defined areas to engage in different play activities
- Peer support in the form of 'Prefects'
- Clear expectations of playground behaviour.

### ***Moving Around School***

Pupils need to move around school on a frequent basis; to and from the hall, ICT suite, Library, Office, etc.

- When moving as a class they should be supervised by an adult and should walk in a single line.
- Children are expected to 'give way' to adults when moving around the school.
- Older classes should 'give way' to children from younger classes.
- Children must not use the car park gates to enter or leave the school premises.

### ***Assembly***

- Weekly assembly is held on Friday mornings.
- It is important that children enter the hall quietly and sit in their allocated class space.
- Teachers remain with their class during assemblies.
- Assembly is an important 'coming together' of the school.
- Through assembly important moral, spiritual and social lessons are explored.
- Children are encouraged to participate in assemblies through song and prayer, as readers, announcers, musicians, show & tell, recipients of praise and awards.

### ***Homework***

We consider homework as an important element of a child's education:

- To encourage self-discipline and personal organisation.
- To create additional time for structured learning.
- To reinforce learning.
- To form a learning bridge between home and school, providing parents with opportunity to become involved in their child's learning.

All children are provided with homework activities, which increase in diversity and duration, as they progress through the school. Parents will be made aware of the homework policy of the school and the requirements for each class. Homework diaries and homework sheets are used to record homeworks and to communicate with parents.

### 3.4 Events

Providing a range of specific events during the school year enhances our curriculum. These may be organised for the whole school, Key Stages, year groups or individual classes. Some examples include:

- Residential Visits for Y5/Y6 and Y7
- Day visits off-site
- Visiting musicians, theatres, sportsmen and women, poets, storytellers, artists and other specialists
- A whole school curriculum focus, e.g. World Book Day, European Day of Languages, Comenius Days
- Concerts, shows, displays and performances for parents, PTA events
- Charity Days

### 3.5 After School Learning

The school encourages a range of after school learning opportunities. These may be provided by school staff, volunteer helpers or outside organisations. They may vary term to term according to expertise and time available. Examples include:

School Clubs	art, football, milers, board games, table tennis, choir,	craft, cookery, tag rugby, badminton, fencing, school band,	computers, recorder, cricket, drama, dodgeball, Monkeynastix	netball, athletics, SU, tennis, fencing,
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## 4. Learning

### 4.1 Learning processes

We believe that learning is an **active** process. Teachers will provide opportunities for children to take an active part in their learning by:

- giving them opportunities to make choices and to express preferences from a menu of options.
- providing starting points which reflect the interests and experiences of the children.
- communicating with the children on key issues of their learning and where to go next.
- helping the children to reflect upon and evaluate their own learning.

Children enter school at different stages of development, learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- investigation
- experimentation
- listening
- observation
- talking and discussion
- reflection
- asking questions
- practical exploration, role play and drama
- retrieving information
- imagining
- repetition
- problem-solving
- making choices and decision making

Teachers at Moneyrea Primary School will provide opportunities to allow pupil access to all of these processes, in appropriate balance, to gain knowledge, skills and understanding.

### 4.2 Learning situations

Children learn in a variety of situations, and for this reason it is necessary to ensure that planning incorporates a range of options. These situations include:

- individual learning
- collaborative learning in mixed ability or mixed-sex, small groups or pairs
- collaborative learning in ability or single sex small groups or pairs
- one-to-one learning with an adult or more able pupil
- whole-class learning

## Independent learning

This is considered an essential skill and teachers will encourage children to develop greater independence by:

- having good classroom organisation, providing appropriate and easily accessible resources
- ensuring children have routines and timetables
- planning a progression of skills through both open-ended and structured activities
- providing opportunities for children to communicate their findings in a variety of ways
- encouraging children to evaluate their own work and that of others
- helping children to recognise that teachers are not the only source of information
- involving children in setting and evaluating some of their own individual targets

### 4.3 Learning styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning and teaching incorporates as many styles as possible in order that we promote learning and hence understanding.

These styles may include:

- visual learning
- auditory learning
- kinaesthetic learning

### 4.4 Valuing Learning

We must show children that we value learning.

We will emphasise and talk about the *learning* that is taking place, rather than simply the *work* that is being done.

We are striving to create a learning culture.

This may be reinforced in our teaching by use of the learning acronyms:

- **W.A.L.T.**      We are learning to ....
- **W.I.L.F.**      What I'm looking for .....



## 5. Teaching

### 5.1 Good Teaching

We believe that good teaching results when teachers:

- focus and structure their teaching so that *pupils are clear about what is to be learned* and how it fits with what they already know;
- actively engage pupils in their learning so that *pupils make their own meaning from it*;
- systematically develop pupils' learning skills so that *their learning becomes increasingly independent*;
- *use assessment for learning* to help pupils to reflect on what they already know, reinforce the learning, and set targets for future learning;
- *have high expectations* of the effort that pupils should make and what they can achieve;
- *make the learning motivating* through well-paced teaching, using stimulating activities matched to a range of learning styles;
- create an environment that promotes learning in a settled and purposeful atmosphere.

### 5.2 Focus and structure of our teaching

Teachers will ensure that learning objectives are clearly stated in child-friendly language.

We will also try to make sure that lessons are well-paced, effectively moving the children's thinking on.

Opportunities will be given for children to make connections with previous learning.

We will aim to provide children with a wide range of materials and resources in order to extend their thinking and learning.

ICT will be used, where appropriate, to support teaching and to aid learning.

Our Classroom Assistants, guided by teachers, have a very important contact role with the children. They assist in the delivery of individual education programmes.

### 5.3 Expectations

We have *high expectations* for behaviour and endeavour.

Within their teaching, teachers should:

- differentiate to ensure success whilst maintaining a level of challenge for all children.
- ensure that all lessons provide pace and challenge.
- follow plans which reflect high expectations for all pupils.

## **5.4 Motivation & High Self-Esteem**

We believe that self-motivation is a key to successful, independent learning. We endeavour to provide opportunities for the children to make choices, which reflect their interests and experiences. The children are involved in the evaluation process.

Success is celebrated through:

- sharing of work in class and in assemblies
- displays in classrooms and public areas of the school
- stickers/merit points
- certificates
- Moneyrea Marvels (weekly pupil awards)
- Moneyrea Masters (monthly class awards)
- Moneyrea Maestros (monthly Principal's award)
- Informing parents of pupils' successes in our weekly news bulletin and on the website.

## **5.5 Special Educational Needs (SEN)**

SEN or G&T pupils may require additional provision in order to progress their learning.

We will pay attention to:

- differentiation of tasks, activities and outcomes
- appropriate groupings in class
- use of appropriate resources, especially ICT
- seeking the support and advice of outside organisations and agencies
- working closely with parents to meet the needs of individual children

A register will be kept of all children identified as having additional needs.

Parents will be informed that their child is on the register and will be invited to a review meeting in respect of the child's progress towards meeting the agreed targets.

Additional advice and guidance is provided for teachers in policies specific to SEN and by the SENCO.

## 6. Assessment & Recording

We believe that assessment and recording are a crucial and integral part of the teaching and learning process. In accordance with the planning section of this policy, learning objectives will be clearly identified in the teaching plans and assessment criteria will be matched to these.

### 6.1 Through assessment and recording we aim to

- recognise and celebrate all pupils' achievements within and beyond the NI Curriculum subjects;
- provide an evaluation of what has been taught and learned, identifying pupils' strengths and areas for development or improvement;
- ensure continuity and progression;
- ensure that there is differentiation in our planning and teaching;
- identify pupils with additional needs;
- inform parents, support agencies, ELB and governors;
- provide pupils with the opportunity to review their work, to self assess and to set future targets;
- keep a pupil profile/portfolio which is meaningful, useful, consistent and manageable;
- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

### 6.2 Assessment falls into three main types:

- i) providing information about children's progress which teachers can use as a basis for decisions about the next steps in a child's learning. We call this *formative assessment* or *Assessment for Learning*.
- ii) providing information to parents and others about the levels of attainment reached at certain points in time, e.g. end of year or end of Key Stage, and about the progress made since the last assessment. These assessments are snapshots in time and are called *summative assessments*.
- iii) diagnostic – to identify strengths and areas for improvement and to inform next steps.

### 6.3 Assessment for Learning.

Assessment is an integral part of the teaching and learning process. Teachers should:

- arrange time to observe, assess, reflect and review achievements with each child on a regular basis
- ensure that children are involved in this process by developing the skills of self evaluation and target-setting
- ensure that marking and teacher's comments relate directly to targets, learning objectives and associated success criteria. They should be positive, encouraging, constructive and consistent with the school's marking policy.

## **6.4 Summative Assessments**

### ***i) Foundation Stage***

Throughout the year teachers within Foundation Stage will record observations about pupil progress in the core areas of learning and development.

### ***ii) Key Stage Tests***

Children in Year 4 are tested using Assessment Task materials. Teachers will use the outcome *alongside their own professional judgement and assessments of pupils' learning* to determine the Curriculum level attained by each child at the end of KS1.

Children in Year 7 will complete Assessment Tasks in the course of the year. Teachers will also make their own assessment of levels attained and may use the AT results together with other assessments and pupils' work to help reach their judgements.

The results of these KS assessments will be reported to parents and forwarded to secondary schools at transition.

### ***iii) NFER Progress Tests (English and Maths)***

We make use of NFER Progress Tests In English & Maths (PIE & PIM) to provide a year on year measure of progress and to identify strengths and weaknesses for individuals and groups of children. These results also inform the annual target setting process.

### ***iv) Standardised Tests***

Salford Reading (P2 – P7), Burt Spelling Tests (P2 – P7), Non Reading Intelligence Test (NRIT - P3 & P4), Group reading Intelligence Test (GRIT – P3 – P6) are conducted and the results recorded on the Assessment Overview Sheets and copied to the Assessment Coordinator.

### ***v) Teacher Assessment of Curriculum Levels***

In addition to teacher assessments made at the end of KS1 and KS2 in the core subjects, teachers will record latest assessment levels in core subjects when:

- a child leaves the school – assessments will be entered onto a school report, which should be sent to the receiving school.
- at the end of academic year.

### ***vi) Computerised Based Assessments***

We will utilise CBAs as a diagnostic assessment tool to identify pupils' strengths and areas for improvement. (Literacy & Numeracy)

Tests are completed in October and results are reported to parents in November at individual interviews.

The results of these tests are used to inform the next steps in learning and teaching.

## vii) SEN Testing

Completed in Sept by the SENCO in accordance with the SEN & Inclusion Policy.

### 6.4 Pupil records

Individual children's records are confidential and access is only available to parents who make a written request to the Principal, in accordance with Data Protection and Freedom of Information legislation. In school we hold the following records :

- Application forms for admission to Year 1 are completed by parents in January and forwarded to the SEELB. These forms are later filed in the pupil records in the secretary's office.
- Entry profiles are completed by the Year 1 teacher in consultation with pre-school providers and this information is added to through observations during the child's first year in school. The entry profile and observations are discussed with parents in the first term. Entry profiles are kept by the Year 1 class teacher and passed on to the Year 2 teacher.
- An assessment overview sheet is used to record standardised test scores and levels in Maths and English. They are kept by the class teacher and passed on to the next teacher or school.
- Individual Education Plans are reviewed twice a year so that progress can be carefully monitored and support requested where necessary. All S.E.N. documentation is kept with the Special Needs register in the SENCO's room. Teachers keep working copies, e.g. the current IEP, in the classroom.
- Personal pupil profiles recognise and celebrate achievement as well as attainment. They are to be updated annually by teachers. Children also contribute to their profiles, e.g. their annual self-review and, optionally, details of their achievements beyond the Curriculum e.g. hobbies, interests and school clubs/activities. There will also be copies of their Key Stage record, latest annual report, personal learning targets and two samples of work (appropriately labelled/annotated by the teacher) each year.
- Written reports (Pupil Profiles) are sent home in the summer term. Parents keep a copy of the report and a copy is kept in the pupil's record folder.

The school operates a policy of encouraging parents to talk to staff about their child's progress on a regular basis as required.

- Year 4 and Year 7 parents are given End of Key Stage Assessment levels with a letter explaining the meaning of the levels.
- Standardised diagnostic assessment results, e.g. spelling / reading, are kept by the class teacher and a copy kept by the Assessment Coordinator.
- Medical records are confidential and kept in the School Office. Where a child has a specific medical condition action plans are kept by the class teacher and displayed in the staffroom.
- Reading records are kept by teachers and passed on to the next class.

- Subject coordinators will keep a portfolio of selected work that has been annotated and levelled. In order to assure that teacher assessment is consistent, staff refer to Level descriptors and exemplar levelled work provided by CCEA. This ensures the consistent interpretation of the statements of attainment and the validity of teacher assessments. In addition, the school may request moderation of levelled work by CCEA.
- Pupils' subject books and folders are a record of work covered. They provide constructive feedback to the pupils through marking and show evidence of progress over time. In June teachers identify representative pupils working at three levels of ability (lower, average, higher) All books/folders etc for these pupils may be viewed by the next teacher. Pupils may take their books home in June.
- Class teacher records are used by the class teacher to guide planning and inform summative assessments. They also inform the teacher about the appropriateness of the work presented to the whole class, group or individual.

### **6.5 Transfer of records**

Records are only forwarded to the new school following a request either in writing or verbally from the receiving school. Paper records to be forwarded are:

- the most recent report to parents;
- the academic profile; reading record;
- any special needs information;

The remaining contents of the portfolio (sample work etc) may be given to parents along with the child's current workbooks.

## **7. Monitoring, Evaluation & Review**

7.1 Through monitoring and evaluation we aim to:

- ensure that the school continues to develop and improve
- ensure that all staff are implementing our agreed policies and schemes of work
- gather information and data in order to set targets for further improvement through a variety of strategies, including professional development.
- allow curriculum coordinators time to evaluate and review their subject area
- identify trends and patterns in pupils' performance
- recognise achievement
- identify areas of underachievement and set targets for improvement

### **7.2 How this will be undertaken**

The following will form the basis of monitoring activities:

- Classroom observations
- Looking at teachers' planning

- Scrutiny of pupils' work
- Analysis of test results

### ***i) Classroom observation***

What happens in the classroom has the most impact on teaching and learning, so classroom observation forms an integral part of monitoring, evaluation and review.

The Principal, and curriculum coordinators will be involved in classroom observations. The criteria for general classroom observation will be agreed by all members of staff.

Most teachers will be observed approximately three per year. At minimum this will be once by the Principal and once for PRSD, which may be by the Principal or Key Stage coordinator.

Teachers will also be observed, from time to time, by curriculum coordinators, who will need to ensure that observations are equitably spread across all teachers.

Teachers will be given prior notice of observation, including date, time and lesson to be observed.

Each lesson will be assessed using agreed criteria.

A feedback session will take place as soon as possible after the observation, ideally on the same day.

A written record of the observation, on an agreed proforma, will be made. This will include both observations and any targets for action, including a time scale. There will also be an opportunity for the teacher who has been observed to comment.

Two copies of the proforma are to be kept. One is to be passed to the Principal and one to the class teacher observed.

### ***ii) Teacher's Planning***

These will be deposited in the teacher folder on the C2K system at the end of each month. These will be referred to by the Principal, key stage coordinator and subject coordinators, especially when examining / analysing pupils' work and curriculum coverage.

### ***iii) Pupils' Work***

The work produced by the children will reflect the teacher's planning and the agreed policies and schemes of work of the school. Thus, the examination of children's work will form an integral part of monitoring, evaluation and review. It will also enable us to "track" children who may be underachieving.

Subject coordinators will be responsible for monitoring pupils' work. We have scheduled three 'Book Looks' at the end of each term. The relevant coordinators will request books to reflect levels of achievement across the class (top, middle and bottom). The coordinator will provide feedback to the teachers including comments about differentiation, curriculum coverage and balance, marking, presentation etc. Coordinators will also provide general feedback to the staff, Heads of KS and Principal.

#### ***iv) Assessment Results***

All members of staff will have a role to play in analysing assessment data. Assessment results, both internal and external, should be thoroughly analysed in order to identify areas of achievement and areas for improvement.

Analysis of assessment data will take place at the end of the Summer Term.

This analysis will help us to:

- set targets for improvement *and*
- develop strategies which will help us to achieve the targets.

A database of individual children's results (SIMS) enables us to track the achievements of individual children, particularly those who are underachieving.

The Principal, assessment coordinator, key stage and core subject leaders will be responsible for analysing assessment data.

### **7.3 Curriculum & Individual Target Setting**

The whole purpose of monitoring, evaluation and review is to enable us to gather information which can be used to identify strengths and weaknesses. This information can then be used as a basis for an action plan which will focus on areas which need to be improved including;

#### ***The curriculum and its delivery***

Targets will be set for Literacy and Maths by all teachers. They are set at the beginning of the school year, in liaison with the previous class teacher and reviewed at the end of each school year.

#### ***Individual children***

Individual Learning Targets will be set in the case of underachieving children or those with SEN. (Individual Education Plans)

### **7.4 Review of Whole School Planning and Practice**

At the end of each school year time will be devoted to reviewing whole school planning and practice, in the light of our findings during the year.

Core subject leaders will report on areas of achievement. Reference will be made to past and future Curriculum targets where appropriate. This review will also include:

- a review of our planning system
- a review of our coverage of the curriculum
- a review of our pupils' performance in tests
- a review of progress in relation to the School Development Plan.

In light of the information provided, adjustments may be made to the School Development Plan.



## 7.5 Summary of Responsibilities

### ***Principal***

Once each year (summer term) the Principal will collect three sets of books for Literacy and Maths (one set from each class of a high, middle and low achieving child in each class).

The Principal will examine teachers' plans and discuss any issues arising with individual teachers at the earliest possible opportunity.

Findings will be discussed with relevant subject coordinators and key stage coordinators. A record of comments and any discussions will be kept. If any action is required, a time scale will be agreed with any teacher concerned.

Any generic comments will be raised at an appropriate staff meeting for discussion and, where appropriate, action.

The Principal will play a major role in analysing assessment data in cooperation with the Assessment Coordinator and SMT and liaising with Governors on target setting.

The Principal will present an Annual Report to the Governors in October.

This will consist of the following key areas:

- Areas of achievement
- Areas for improvement
- Targets for next year
- Strategies to achieve targets
- Resources required
- Professional development required

### ***Subject Coordinators***

Each term subject leaders will examine the planning of each class teacher in their subject. Each term they will examine three sets of children's work from across the ability range from each class. Feedback will be given to teachers.

Subject coordinators will undertake classroom observations each year focusing on their subject.

Core subject leaders will be allocated time each year, sufficient to allow each class to be observed once including time for preparation / follow up.

Subject leaders will play a leading role in analysing assessment data for their subject. They will also contribute to the target setting process in the autumn term.

These processes will inform the subject leader's annual report which will be compiled during the second part of the summer term, from the information which they have gathered. This will include the identification of areas of achievement and targets for improvement. The report may also identify recommendations relating to resources and professional development activities. This report will provide important information for the Principal's annual report to Parents.