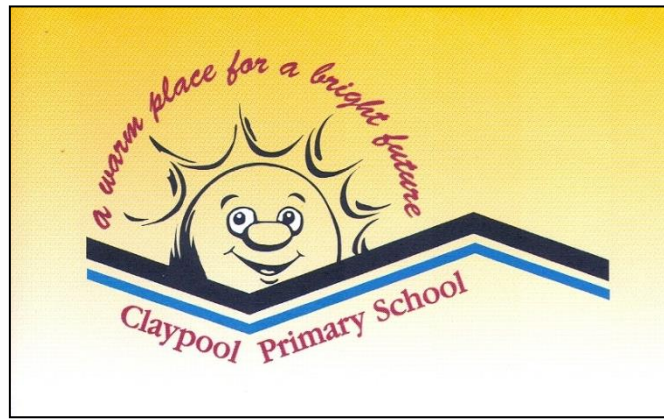




At Claypool everyone is valued, inspired and nurtured on their individual journey of success.

Learning and Teaching Policy

Policy lead: A. Hulme

Last interim review by the Policy Lead	Autumn 2025
Last full review by the Policies Committee	Autumn 2023

Next interim review by the Policy Lead	Autumn 2026
Next full review by the Policies Committee	Autumn 2026

Rationale

The core principles of learning and teaching underpin all that we do at Claypool. Those core principles state that we will offer a curriculum which is broad, balanced and relevant and which:

- Links directly to our Model of Brilliance (see appendix A)
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and
- Prepares pupils at Claypool for the opportunities, responsibilities and experiences of later life.

Aims

- To provide quality learning experiences within a broad and balanced curriculum.
- To ensure all children enjoy their learning.
- To work as a team to enable the children to access the full range of skills and knowledge.
- To provide appropriate classroom support to enable teachers to teach and children to learn.
- To develop a learning community where adults learn alongside children.
- To provide professional development opportunities to enable staff to keep abreast of current educational developments.
- To enable children to acquire new knowledge and skills and to develop ideas to increase their understanding.
- To develop resilience in our children.
- To enable children to apply appropriate intellectual, physical and creative effort to their learning.
- To enable children to learn productively and at a good pace.
- To encourage children to sustain interest and concentration.
- To encourage independent learning and learning from peers through talking about their learning.
- To empower children to be self-evaluative.

Conditions for Effective Learning

In order for children to gain the most from their time in school certain conditions need to be met. Some of these conditions are not within the control of the teaching staff but some are and, in order to maximise learning, staff need to influence as many of these conditions as effectively as possible.

At Claypool we feel that the following conditions create the climate where children are most able to learn:

- Children feel valued and cared for.
- Children are warm and well fed.
- Children have high self-esteem.
- School provides a clean, bright and orderly learning environment.
- There is an atmosphere of mutual respect and understanding where children are listened to and are given the opportunity to speak openly and honestly.
- There is an ethos of trust that enables risk taking and mistake making.

The organisation of the learning environment is given a high priority at Claypool. Across the school there are agreed and consistent arrangements for the presentation of children's work. Resources are organised appropriately for the age of the children to support the development of independent learning strategies. Consistent classroom routines and expectations of

behaviour, in line with the Behaviour and Motivation Policy, enable children to learn free from unnecessary distractions.

Effective Learning

Learning is most effective when teaching takes account of:

- Clarifying the children's prior knowledge to enable judgements to be made regarding starting points for learning and progress within a lesson;
- Making connections to previous learning and providing links for future learning;
- Planned, effective questioning using Bloom's taxonomy;
- Sharing the learning objectives and success criteria with the children at the start of a lesson and revisiting them during and at the end of the lesson;
- Using the plenary (if appropriate) to provide children with opportunities to review, recall, demonstrate and extend their understanding of new knowledge and skills acquired;
- Providing opportunities for collaborative learning;
- Providing opportunities for self and peer assessment.
- Pupil voice.

Effective Teaching

Strategies for effective teaching employed at Claypool include:

- Direct, whole class teaching;
- Small group teaching;
- Individual teaching;
- Providing opportunities for independent learning;
- Providing opportunities for investigative activity;
- Providing opportunities to use and apply skills;
- Providing appropriate challenge for all pupils;
- Enabling the use of learning partners.

All teaching includes explanation, exposition (interpretation and illustration to expand explanation), use of questioning (both open and closed as appropriate), suitable to the age and ability of the children.

The specific needs of groups of learners – those with higher learning potential, those with Special Educational Needs, those who have English as an additional language and those who are disadvantaged – are met by appropriately differentiated activities, within the requirements of the Single Equalities Policy. Assessment for learning techniques are employed throughout activities so that teaching can be adjusted to the children's rate of learning as appropriate.

Technology is used throughout the curriculum to support learning. From Foundation Class to Y6 technology is employed in order to enthuse, entertain and engage the children, but, more importantly, it is used to enhance, enrich and extend learning and, ultimately, to empower children. Computing skills are taught as a discrete subject through the Computing curriculum but technology is used to enhance and enrich all areas of the curriculum by:

- Developing thinking and problem solving skills;
- Enabling the children to locate, gather, synthesize, analyse, reconstruct, communicate and present information and understanding;
- Modelling using technology, e.g. writing, music;
- Opportunities for deeper analysis of concepts and processes;
- Opportunities for children to gain more control over the direction of their own learning;

- Social opportunities for collaboration on joint tasks, both face to face in the classroom and in online collaboration;
- Opportunities for creative development;
- Opportunities for children to gain knowledge, skills and understanding beyond those of the teacher.

Planning

Long term planning sets out coverage of the National Curriculum over an academic year for each year group. Medium term planning translates long term planning into a learning and teaching programme based on the National Curriculum. Short term plans for English and Mathematics are based on learning objectives taken from the National Curriculum. Teachers plan a weekly timetable charting progress through the medium term plans. Planning is monitored by members of the Leadership Team and by Curriculum Team Leaders as necessary.

Target Setting

We believe, at Claypool, that the target setting process acts as a vehicle for children to be involved in directing their own learning. Layered targets are set half termly and are based on whole class areas for improvement. Any individual pupil targets are discussed with parents at the Parents Evening early in the Autumn Term and are reviewed at the meetings in the Spring term.

Whole school targets, linked to the Strategic Development Plan, set the climate for challenge and improvement. Target groups in different curriculum areas are identified within staff professional growth cycles and are linked to the SDP.

Assessment

All staff recognise that effective assessment arises from the setting of clear, intended learning outcomes at the planning stage. Teachers are aware that providing children with feedback on their learning is one of the most powerful ways of helping them to improve. Reading, writing and mathematics are assessed on at least a termly basis and results of assessments are recorded on Target Tracker which is accessible to staff via the internet.

Teacher assessments include:

- Observation
- Questioning
- Talking with and listening to pupils
- Providing feedback regarding "next steps"
- Applying results of children's own self-assessment and peer assessment
- Feedback to pupils (see Feedback policy)
- Diagnostic assessments set before units of work
- Summative assessments

Summative assessments are undertaken at the end of a unit of work. Foundation Class use the Foundation Stage Profile materials which are passed to Year 1 where they are continued, as appropriate. At the end of Year 1, teacher assessment is used to link the Foundation Stage profile to the National Curriculum. Year 1 complete the phonics screening check in the Summer term, this is repeated in Year 2 for those children who do not meet the standard in Year 1. Year 6 are assessed using the SATs materials. Year 3, Year 4 and Year 5 use other age appropriate tests. Year 4 complete the multiplication check in the Summer term. Summative assessments are analysed by the Assessment Co-ordinator and staff use the results of these analyses to inform planning for their new classes.

Tracking documents are used to highlight progress and to set targets for English and maths expressed as percentages. The progress of vulnerable groups is monitored by the class teacher and Headteacher on a half-termly basis.

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

APPENDIX A

Brilliant basic skills in:

- English
- Mathematics
- Science

Brilliant opportunities to:

- Make memories
- Use and apply our skills
- Develop knowledge of world we live in
- Link learning to real life
- Develop computing skills
- Take responsibility and lead
- Understand religions and cultures
- Learn a foreign language
- Study the environment
- Develop skills in Food Technology
- Perform
- Appreciate music and the arts
- Play a musical instrument
- Be physically literate
- Access sport



Claypool Primary School **Model of Brilliance**

Brilliant skills in:

- Resilience
- Communication
- Keeping safe
- Being the best that we can be
- Teamwork and collaboration
- Creativity and Imagination
- Managing the feelings of ourselves and others
- Risk taking
- Diplomacy
- Challenging ourselves

Brilliant attributes

- High self-belief and self-worth
- Happy
- Life-long learners
- Respectful
- Well mannered
- Kind
- Caring
- Good humoured
- Tolerant
- Confident
- Aspirational/Ambitious
- Valued and value others
- Strong mental and physical well-being
- Adaptable in a changing world

Brilliant citizenship

- Appreciate difference
- Care for the environment
- Challenge injustice

APPENDIX B

Our School Curriculum

At Claypool Primary School, we provide our children with a broad, balanced and inclusive curriculum, which enables them to make excellent academic, emotional and social progress. We base all of our learning on the 'Model of Brilliance', which was devised by all children, staff, governors and parents in school.

Our curriculum is predominantly based on the National Curriculum for England. This consists of three core subjects: English, Mathematics and Science, and nine foundation subjects: Beliefs and Values, Art and Design, Computing, Design and Technology (DT), Languages, History, Geography, Music and Physical Education (PE).

However, there are a number of additional aspects which we feel are important so that our children leave primary school as kind, confident, aspirational, respectful and resilient citizens who value diversity.

We implement our curriculum in line with our school ethos and our 'rays of sunshine' – aspiration, kindness, resilience and respect. Our aim is ensure that all of our children are excited about coming to school and are happy.

It is important that they are:

- aspirational about their own future and the future of others;
- kind at all times;
- resilient, confident to try new things and take risks;
- show respect and expect to be respected.

Particular care is taken to ensure that, from the earliest days, children are treated as individuals and that learning is carefully matched to their maturity and capabilities.

Learning Themes

Much of the curriculum at Claypool is delivered in an imaginative and stimulating way through learning themes which are based on a key question and a variety of fiction and non-fiction text types. The themes capture children's enthusiasm and provide them with a firm base of knowledge, skills and positive attitudes to learning. Alongside the learning theme overview, children are provided with Knowledge Organisers which reinforce the learning taking place, its link to previous learning, key vocabulary and key influential figures. Children are encouraged to take ownership of their learning; therefore the learning challenges completed at home and the revision of the Knowledge Organiser, based on the learning theme, are an important aspect of their development. The themes are also enhanced by appropriate visits out of school and visitors coming into school.

Basic Skills

Teaching children basic skills in English and Mathematics is an integral part of the curriculum.

At Claypool, we believe that good oracy skills are key; if our children have the ability to express and articulate their own thoughts and ideas and are able to listen (and show they are listening) to others then they become good communicators. The children are given the opportunity to develop these skills in discussion, debate, conversation and speaking to an audience. The range of opportunities is large but includes: - the big debate, poetry mornings, class assemblies, nativities/carol concerts, showing around prospective parents, show and tell, oral retelling, paired and group learning, school council and pupil voice.

In Foundation and Year 1, phonics is taught through a systemic, synthetic scheme (Rising Stars) on a daily basis as a whole class. This enables early readers and writers to revise, learn and apply their phonic knowledge.

The school has developed an effective reading scheme of work that operates from Foundation to Year 6. Children read a vast range of exciting and attractive fiction and non-fiction books during their time at Claypool; these are books that have been chosen carefully to meet their needs. Each class has a library and there is also a Research Laboratory for the whole school to access.

The school has developed an effective writing scheme of work which includes 'Talk for Writing', that enables staff to develop children's writing skills methodically and systematically from Foundation to Year 6.

Our Mathematics curriculum aims, in line with national curriculum, are to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practise with increasingly complex problems, so that the pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, predicting and testing relationships and generalisations; and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The focus of our mathematics lessons will be the teaching of skills, methods and facts to enable pupils to solve problems. The children will be required to learn number facts with quick recall, so that when learning new methods they can concentrate on the process. The number facts they need e.g. times tables should not hinder their development. The children will be given time to practise skills so they become fluent in calculation methods and other mathematical skills e.g. using a protractor. However, our focus will be on enabling children to use these skills to solve problems, as we feel there are limited reasons for children knowing *how* to do something if they do not understand when it is appropriate to *use* it. The expectation will be that children can explain their mathematical thinking; maths lessons should not always be quiet lessons, but interactive and fun, with children engaged in tasks, sharing ideas and solving problems.

Children are strongly encouraged to access our web-based programmes – Century Tech, TT Rockstars, Rising Stars Online, Letter Join, Numbots and Purple Mash - in order to further develop their basic skills in school and at home.

Physical Education and Sport

We believe that Physical Education is critical to our children's mental and physical well-being and impacts positively on their ability to learn effectively. Throughout our school we have adopted a 'hands, head, heart' approach to PE and the 'School Games Values' of passion, self-belief, respect, honesty, determination and teamwork.

In Foundation and Key Stage 1, the children are taught Physical Literacy Skills and in Key Stage 2 the skills and concepts required for a variety of sports are introduced, these sports include athletics, cricket, football, gymnastics, hockey, netball, rounders and rugby.

The children in Year 3 attend swimming lessons and will continue with these lessons until they are able to swim to the standards set by the National Curriculum.

All children in Key Stage 2 have access to adventurous activities at least once a year, this involves a level of risk taking and resilience which challenges the children year upon year. During their time in Year 6, children take part in a residential activities holiday and every 2 years there is an opportunity for the children in Years 5 and 6 to visit France for 5 days.

Sport is a particular strength of the school and we enter many competitions, the children are given many opportunities to use their skills and understanding. We teach the children to be dignified in victory whilst also recognising and celebrating their achievements.

Social and Emotional Education

The well-being of our children is central to our ethos and continually promoted throughout the curriculum. Outdoor learning is a key feature of our curriculum provision and regular opportunities are taken to use the outdoor learning environment to enhance the children's experience in school.

The promotion of well-being gives our children brilliant opportunities to:

- be creative
- be active
- do something for someone else
- learn something new
- be curious
- work hard

These 'Secrets of Wonderful Well-being' help the children develop self-belief and high self-worth leading them to becoming aspirational, kind, resilient and respectful individuals and learners.

Our curriculum also emphasises the importance of pupil voice; spiritual, moral, social and cultural development and British Values. This includes learning relating to diversity, well-being, healthy relationships, the environment, the importance of good citizenship including digital citizenship and economic awareness.

Pupil Voice gives our children brilliant opportunities to:

- make a positive contribution to our school and the local community;
- take part in democratic activities across school;
- contribute to planning their own learning and expressing their views upon it;
- take part in age appropriate discussions and express their opinions on range of different topics and issues.

Spiritual development gives our children brilliant opportunities to:

- Explore beliefs, experiences and faiths, feelings and values;
- Enjoy learning about themselves, others and the surrounding world;
- Use imagination and creativity and reflect on experiences.

Moral development gives our children brilliant opportunities to:

- Recognise right and wrong and respect the law;
- Understand consequences;
- Investigate moral and ethical issues and offer reasoned views;
- Challenge injustice.

Social development gives our children brilliant opportunities to:

- Use a range of social skills to participate in the local community and beyond;
- Appreciate difference;
- Take responsibility, participate, volunteer and co-operate;
- Resolve conflict.

Cultural development gives our children brilliant opportunities to:

- Appreciate cultural influences;
- Participate in cultural opportunities;
- Understand, accept, respect and celebrate diversity.

The Promotion of British Values in the curriculum gives our children brilliant opportunities to understand:

- The rule of law;
- Promoting mutual respect;
- Democracy;
- Responsibility and liberty;
- Tolerance.

