

# Gorse Hall Primary and Nursery School



## Teaching and Learning Handbook

*'Working Together the Possibilities are Endless'*

# Teaching and Learning

## Non-Negotiables

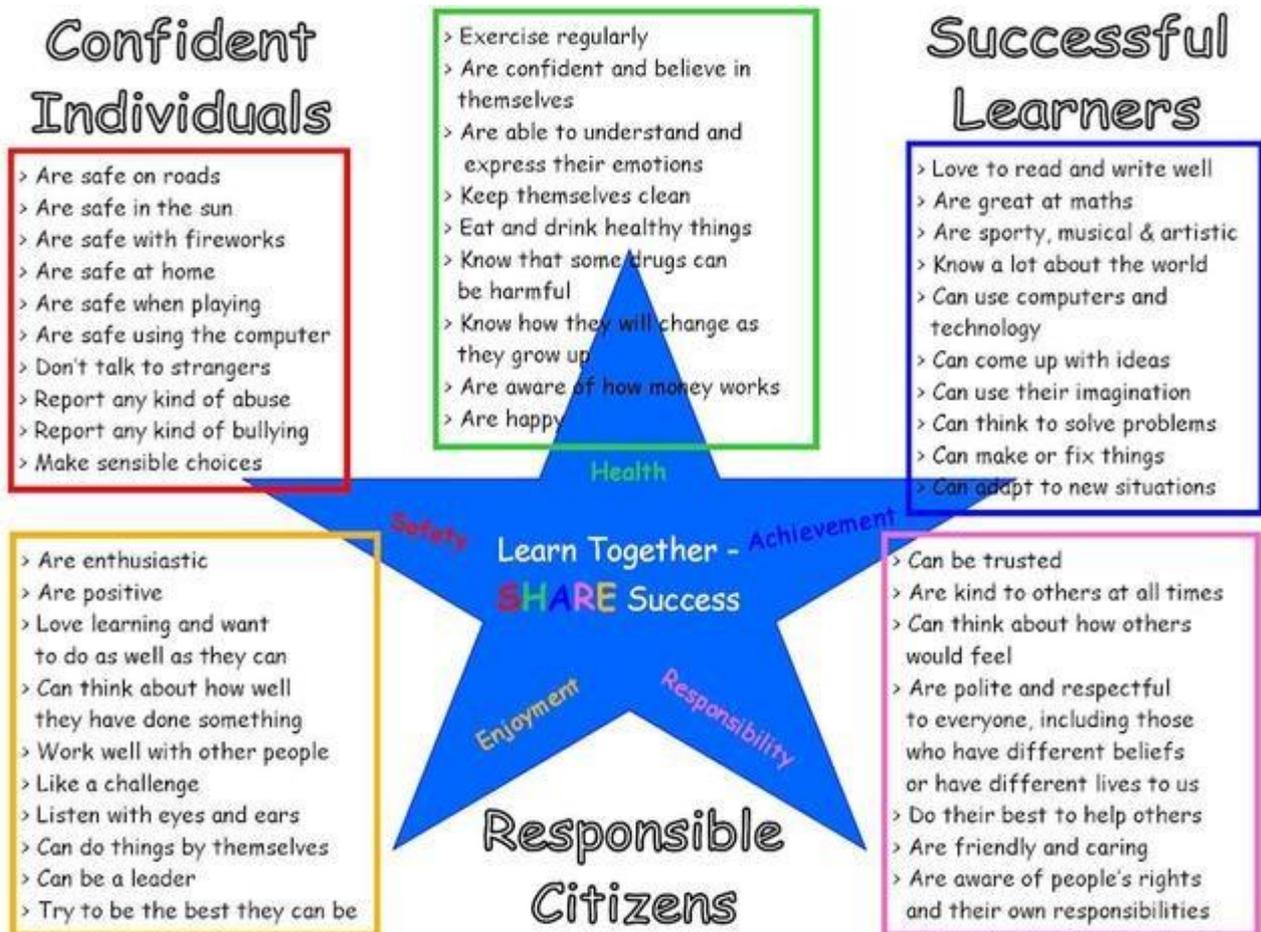
At Gorse Hall Primary and Nursery School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving
- research and discovery
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching DVDs, responding to musical material
- debates, role-plays and oral presentations
- designing and making things
- participation in physical activity.

*'Working Together the Possibilities are Endless'*





### Classroom Non-Negotiables

- Working walls for Literacy and Numeracy
- Marking - All work should be marked in compliance with the marking policy.
- Children should have a range of talk/work partners for different lessons and activities. These might include a boy/girl partner and a friendship/mixed ability partner.
- Planning - Weekly plans for Literacy and Numeracy, and Medium Plans for other subjects, are available in class for Learning Support Assistants and visitors to be able to see what is happening and where additional adults are working.
- Lesson objectives/expectations and outcomes are shared with the children for each lesson.

- Assessment for Learning (AfL) in every lesson continually takes place to ensure that lessons are structured around needs, and so that learning is fluid, both within and between lessons.
- Teachers are responsible for maintaining data, and assessing and adapting interventions. Whole class data will be updated on School Pupil Tracker and there is a termly data meeting to discuss progress and attainment with the Headteacher.
- Interventions are ongoing and personalised to needs, in order to support and challenge learning further in the best ways.
- The school reward system of star points, house points and termly 'Always' badges is consistently used to celebrate efforts and achievements.
- There is a prompt start to every lesson - every minute counts.
- Personal targets are shared and reviewed with children on a termly basis.
- Growth mindsets are a strong feature of our classrooms.

## **Presentation**

### **Non-Negotiables**

- Standards and expectations of presentation are high. High quality presentation is expected in all books.
- Every piece of learning for a Learning Objective- identified, shared and recorded in child friendly language and in the form that is age and developmentally appropriate.
- Every piece of learning is dated. The 'long' date is used in English and the 'short' date in Maths. In other subjects the children have a choice of which to write. Where this is not age or developmentally appropriate, teacher judgment is applied and the 'short' form may be used in English too.
- Teacher marking is done in red and is signed and dated by the teacher.

- Next steps actions and EBIs are actioned by the children in green pen.
- A ruler is to be used at all times for straight lines.
- If worksheets are used these must be trimmed to size and stuck in neatly.
- Pupil mistakes should be crossed out by a single line or using a rubber.
- Pupil books must be neatly and clearly labelled with the pupil's full name, class, year group and subject.
- Children mark make and write in the Early Years using a range of medium. Pencil is introduced and this continues to be used throughout KS1. In KS2 pen is introduced when the children are confidently forming letters well and have a good grasp of joining.

## English

### Non-Negotiables

- Planning includes a range of Speaking and listening, drama, spelling, grammar, punctuation, reading and opportunities for extended writing.
- Planning is pitched well and appropriate to the level of the children.
- Teachers have a good knowledge of the next steps and share this confidently with the children.
- Staff use a rich diet of good quality texts and a range of text types.
- Teaching is relevant to the New Curriculum 2014 and pitched appropriately.
- Grammar work taught alongside other writing skills in a relevant context
- Spelling strategies are taught and used effectively in lessons.

- Early reading skills focus on phonic strategies and as children develop as readers the balance sways more towards developing comprehension.
- Children independently access resources in the classroom including dictionaries, thesauruses, learning mats, working walls, etc.
- Speaking and listening skills are developed through drama, formal presentations, hot seating, paired discussions, debate, etc.
- Children are encouraged to use discussion in order to learn; they are encouraged to be expressive and to be able to elaborate and explain clearly their understanding and ideas.
- High standards of English are expected throughout the curriculum.
- 'Two Stars and a Wish' and 'What Went Well' and 'Even Better If', as identified in our Marking policy, are used constructively mark children work and allow children the opportunity to reflect upon their work.
- A range of strategies may be used including success criteria/ self assessment/ peer assessment/ talk partners etc.
- Children will be encouraged to edit and improve sections of their work as an opportunity to reassess areas of development.

## **Maths**

### **Non-Negotiables**

- Arithmetic must be taught on a regular basis. Its focus should be developing strategies and fluency.
- Times tables should be a key mental maths focus. The new curriculum states that all tables must be learnt by the end of year 4.
- A different problem solving task should be planned once a week - Logic, word, finding all possibilities, finding patterns/rules, or spatial.
- All year 3 and 4 children must use equipment to support written methods, as stated in the calculation policy. Children in 5 and 6 will develop their

written methods so they eventually visualise numbers, without using equipment.

## **Science**

### **Non-Negotiables**

- Use of scientific vocabulary by adults and children. Scientific vocabulary displayed in classrooms.
- Enable children to become effective communicators of scientific ideas, facts and data whilst becoming experts at analysing the data they collect.
- Practical lessons rather than worksheet based tasks. Including trips and visits where appropriate.
- Children develop their independence by having opportunities to plan scientific investigations themselves, this includes children organising, collecting equipment and setting up investigations themselves.
- Modelled, intermediate and Supported Independent investigations featured throughout a child's science book.

## **Computing**

### **Non-Negotiables**

The following are minimum expectations for staff when planning and delivering computing lessons and when using information technology across the curriculum. There are also a set of guidelines for pupils which outline the expectations of them when using technology in school.

- Clear objectives should be set using subject specific vocabulary.
- Lessons should build on pupils' existing learning and rehearse familiar concepts with the pupils before they move on to something new.
- Computing lessons should be planned to include lots of hands-on activities with a real purpose.
- Sessions should include 'off screen activities' to support pupil learning.
- Pupil to pupil learning should be planned and valued.

- Pupils should be given the opportunity to make mistakes and try things out.
- E-safety should be integral to all work in computing.

### **Non-Negotiables for pupils (based on the Acceptable Use Policy and updated in the light of the new curriculum)**

- Keep any passwords safe at all times
- Log off laptops and iPads properly and ensure they are switched off where necessary. Headphone wires should be wrapped around headsets and stored correctly.
- Treat equipment with respect - report any breakages to an adult. Be honest!
- Don't say anything electronically that you wouldn't be prepared to say to someone's face
- Mobile phones are not allowed in school.
- Don't use images of other people unless you have permission.
- Keep personal information private.
- Only add people you know to your list of friends.
- Only use appropriate games or websites.
- If anything bad happens tell an adult. Use the Hector Protector to cover a screen first of all.
- Children are not allowed to use school computers or laptops unsupervised.

## **Physical Education**

### **Non-Negotiables**

- Highly Kinaesthetic.
- Accessible to all abilities.
- Able to accommodate and develop children's interests in a wide range of sporting activities.

- Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.
- Actively participatory, with the teacher facilitating purposeful and productive practise.
- Expanded in a wide range of after-school sporting opportunities.
- Broad enough to extend and encourage the highest ability learners, whilst still remaining accessible to all.
- Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- An on-going dialogue between child and teacher, with both short and long term goals considered.
- Consistently looking to extend children, in order that they fully realise their potential within the subject.
- Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.
- The safe use of a wide range of resources.

#### TEACHERS WILL MAKE SURE THAT:

- Risks have been assessed carefully before carrying out any practical activities.
- No jewellery will be worn by the children during PE lessons.
- Health and safety procedures are in place and are adhered to.

# Design Technology

## Non-Negotiables

- Aim for a cross curricular approach.
- When designing and making, pupils should be taught to design, make, evaluate and understand the technical knowledge.
- Risk assessments are the responsibility of the teacher delivering the unit.
- Craft knives will only be used by adults and under supervision by children in year 5 and 6.
- Low melt glue guns are for adult use across the school and for children who can demonstrate that they can use the equipment safely and correctly.

## History

### Non-Negotiables

- Children are taught to place historical events or studies into chronological order using a time line.
- Look for connections, contrasts and trends.
- Use historical terms and vocabulary.
- Ask questions about the past.
- Consider why things change, what causes the change and the significance of the change.
- Look for similarities and differences.
- Children should thoughtfully respond to studies and select and organise historical information.
- Use a range of historical sources.

## **Children:**

- will use a time line
- will ask questions
- will use range of sources
- use historical vocabulary
- will work with others and independently.

## **Geography**

### **Non-Negotiables**

- To make a map with key human features e.g. house/farm.
- To compare your home to a home in a different country.
- To find the United Kingdom on a map of Europe.
- To know their house number, street name and city.
- To identify the countries of the United Kingdom on a map.
- To name and locate the world's seven continents and five oceans. To know the directions North, South, East and West.
- To devise a simple map, and use and construct basic symbols in a key.
- To locate the main countries of Europe and identify the capital cities. To identify the longest rivers, largest deserts and highest mountains.

- To use maps, atlases, globes and digital/computer mapping to locate countries. To learn the eight points of a compass and four-figure grid references.
- To locate and name the main counties and cities in England. To use sketch maps, plans, graphs, and digital technologies.

## **Art**

### **Non-Negotiables**

#### Independence

- Pupils will be involved in selecting resources and setting up equipment.
- They should be encouraged to make decisions for themselves e.g. deciding when to change their water when painting and doing so independently, tidying up and taking responsibility for returning resources (All of the above are with adult supervision as necessary).

#### Modelling, and developing techniques

- Adult/ peer demonstration and support should take place alongside the pupil's work i.e. nobody else should alter or add to a child's piece of artwork thereby showing that the child's own work is valued.
- Sketch books will be used to record pupils' observations and they should use them to review and revisit ideas.
- Pupils will be given opportunities to practise and apply techniques, including drawing, painting and sculpture with a range of materials

## Evaluation

- Opportunities will be provided for pupils to reflect on their own and others' artwork in a way which builds self-esteem and confidence as well as offering constructive criticism e.g. through using 2 stars and a wish.
- Pupils will be encouraged to express their opinions about their own art and the work of great artists, giving reasons and using the language of art, craft and design.

## Music

### Non-Negotiables

- Use my own symbols to represent sounds.
- Explore, experiment and use different instruments.
- Select a sound or instrument to achieve an effect.
- Play simple patterns and explore sounds and symbols.
- Opportunities to appreciate and describe my feelings towards different music from other cultures and time periods.
- Create my own composition, record using staff notation and finally, perform individually and as part of a group.

## RE

### Non-Negotiables

- To know that the Bible is a special book for Christians.
- To be able to retell a story about Jesus.
- To know different religious symbols.
- To be able to give names for places of worship for Christians, Jews and Hindus
- To be able to recognise three festivals for Christians, Hindus and Jews.
- To recognise similarities between different religions.
- To know some ways in which being a member of a faith group can affect daily life.

## **Assessment**

### **Non-Negotiables**

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons.
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate.
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process.
- Regularly share these targets with parents to include them in supporting their child's learning.
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives.
- Mark work so that it is constructive and informative in accordance with the marking policy.
- Incorporate both formative and summative assessment opportunities in medium and short term planning.
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school.

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