

GALLEY COMMON SCHOOL
POLICY FOR TEACHING AND LEARNING

School Aims

OUR MISSION...

Dream... Believe...Achieve

OUR AIMS...

Galley Common Infant School wants to have:

Successful, Confident, Enthusiastic , Caring and Happy children therefore we will...

- Think about, begin to understand and enjoy experiences based on countries, religious beliefs and **cultures** that differ from our own. Appreciate and respect similarities and differences.
- Give children and all who work here opportunities to learn and **achieve**.
- Make sure that everyone feels **safe**, important and cared for.
- Help parents, staff, Governors and other people in our community to work **together**, to be good members of our community and think about other people.
- Help our children to learn **life** skills, to think for themselves, solve problems and make healthy lifestyle choices.
- Make the school a place where children want to learn together, **enjoy** what they are learning about and want to learn more.

We believe that to fulfil these aims we need to regard everyone working in the school, children and adults, as learners. Staff training and development are seen to be a crucial part of providing sound, high quality education. This is based on the requirements of the Key Stage 1 (KS1) National Curriculum and the Foundation Stage Curriculum. Much emphasis is also placed on Personal and Social Education, promoting self-esteem, a caring and courteous attitude to others and encouraging children to become good citizens of Galley Common and the wider community.

Teaching and Learning

We believe that learning can be defined as:

- Changes in attitude or understanding
- Acquisition of skills or knowledge through exposure to new concepts and experiences and the application or adaptation of new skills/behaviours.

We believe that in order to ensure that children learn to the best of their abilities, teachers need to provide learning opportunities through a variety of teaching styles and

approaches. We therefore try to use the full range of teaching styles including using visual, auditory and kinaesthetic stimuli. (See Appendix 1).

In accordance with the school's Equality, Able, Gifted and Talented and Special Educational Needs (SEN) Policies, all children will be given full access to the school curriculum, regardless of race, gender or ability.

Organisation of the Whole Curriculum

The primary curriculum is concerned with developing skills, attitudes, concepts and knowledge. The curriculum needs to be broad and balanced and relevant to the needs of the children of Galley Common.

The total teaching time available in a 32.5 hour week is 26.25 hours for children in both the Foundation Stage and in Key Stage 1 (KS1).

In the Foundation Stage Curriculum, the curriculum will be based on the Early years Foundation Stage Curriculum. Children will have access to KS1 objectives where appropriate based on their attainment and age. The curriculum will be presented in an integrated way, with an emphasis on learning through first hand experiences in play situations. These are provided in both inside and outdoor environments in order to maximise the space, facilities and learning opportunities available.

At KS1, the curriculum is based on the full requirements of the National Curriculum, with an emphasis on acquiring the basic skills of English and Mathematics. Science and computing also have high priority. However, at Galley Common, we aim to provide a full and varied curriculum so the creative arts, physical education, personal and social education and RE are allocated appropriate teaching and learning time. We have a Curriculum Map which is based on a selection of 6 broad topics. Areas of learning are therefore taught in a cross-curricular manner and presented in ways that will foster and stimulate children's interest and curiosity. The Outdoor Classroom is used by both Key Stages. A range of extra curricular activities and opportunities complement the statutory requirements and add fun and enjoyment to the children's school experience.

Planning the Curriculum

Long term plans in the Foundation Stage and the Curriculum Map in KS1, both reviewed annually, map out the content to be covered each year. These are agreed by the whole staff under the guidance of the Key Stage Co-Ordinators. These plans are broken into more detailed termly or half-termly plans, called the medium term planning. Again, Key Stage Co-Ordinators ensure these plans cover all required elements, working alongside all team members. Teams of teachers in each year group meet weekly to prepare short-term plans. These make it explicit how the medium term plans will be translated into learning experiences for all the children in the class, with appropriately differentiated activities, as well as details on support for SEN or Able, Gifted and Talented pupils. Year group teams aim to plan a core of activities to be covered in each class, with the opportunity for individual teachers to plan additional work to meet the needs and interests of their particular class.

Continuity – ensuring children experience a seamless change from one class to the next, is achieved through agreed school policies for each subject, team planning and regular staff liaison. Transition from the Foundation Stage to Year 1 is carefully planned and a Transition Policy is in place. Transition to the Junior School is supported through contact with staff from the Junior Schools, the common transfer form and records being passed on to the next school. The children also spend one day in July in their new school as part of the County Induction process. See Appendix 2 for Transition grid details.

Progression – ensuring children’s learning is systematically built on is achieved through curriculum planning, schemes of work, assessment and record keeping.

Subject Areas – may be taught in discrete units but are mostly taught in a cross-curricular way.

In KS1

- Subjects taught daily in units for the first half of the Autumn term: English and Mathematics (although taught as entire morning sessions in Year 1 to aid transition from YR)
- Subjects taught once or more times per week or sometimes blocked: Science, Computing, Art, Music, RE, PSHE, Design Technology, History and Geography.
- Subjects which are ongoing and are an integral part of other areas: English, Mathematics, Computing, PSHE.

In the Foundation Stage, children are taught through integrated topic work covering 3 prime areas of learning: Personal, Social and Emotional Development, Communication and Language and Physical Development and 4 specific areas of learning: English, Mathematics, Understanding the World and Expressive Arts and Design. The children are assessed on entry and at the end of the Foundation Stage using a document called ‘Development Matters in the Early Years Foundation Stage’.

Children are taught mainly in a holistic, integrated way and whole class teaching is used for phonics and Mathematics.

Extra curricular activities will be provided, based on the skills and expertise available. We include sport (multiskills, gym and dance), music (recorders, singing), creative development, social events (through the PTA – Friends of Galley Common) and community involvement (eg, Rose Queen ceremony, fund raising events).

Staff and Resources

Teaching staff work in 2 teams led by Curriculum Team Leaders and have responsibility for three subject areas per year. In addition, staff may have management responsibilities for which Teaching and Learning Responsibility (TLR) points are in place. Curriculum Team Leaders have full, agreed job descriptions. Their responsibilities include staff training and development, monitoring activities, supporting teaching, maintaining resources and writing annual action plans, supported by an allocated Key Stage budget and an individual budget for English and Mathematics and they are accountable for the quality of teaching and learning within their subjects across the school.

Organising Teaching and Learning

Children are organised into single aged classes. One teacher is assigned to each class for most or all of the time. In the event of job share situations, good liaison between staff involved is essential. Where siblings may be taught in one class, each family situation will be considered on an individual basis, in full consultation with parents.

Children are taught using a balance of whole class, group and individual work according to the subject taught and the needs of the children.

Whole class teaching is used to:

- Introduce a new activity or topic
- Teach a new skill
- Teach a lesson such as PE where all children are working on similar activities
- Give children open ended challenges
- Hold a discussion
- Begin or conclude a lesson, eg, in the daily English or Mathematics lessons or during phonic or mental maths sessions which ensure regular practise of skills
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Group teaching is used:

- To define ability groups, especially for English or Mathematics
- In social groups for activities such as Drama
- To support pupils with SEN or the Able, Gifted and Talented

Groups are flexible so that they reflect the changing needs of children in different subjects and at different times. In each type of grouping, children may be working individually or collaboratively. Collaborative group work is used when children need to learn from one another, share ideas and develop skills of co-operation. More frequently, children will be grouped for teaching purposes but will be engaged in individual work.

Individual teaching is used to:

- Assess children's progress
- Provide support for the less able and extend the more able
- Discuss progress, mark work and set targets for the future

Differentiation

Within each class there will be children of different abilities and with varying needs. To provide learning experiences to meet different needs, work is differentiated in a variety of ways:

- By outcome, where the task given is the same but the teacher expects different degrees of sophistication in the responses.
- By task, where different activities are given to groups of children or individuals on the basis of their ability.
- By input, where the task is similar, but the introduction, explanation or questioning varies for different children.

- By support, where the teacher or other adult provides additional support.
- By resources, where groups or individuals use additional equipment to support their work.

Special Educational Needs

Children with Special Educational Needs are identified as early as possible and placed on the Special Educational Needs Register or Provision Map. These pupils have termly or sometimes half termly Individual Education Plans if their work needs to be more differentiated than that of other pupils within the class. The pupils will be supported by the class teacher and will complete some work with our SEN Teaching Assistant.

Able, Gifted and Talented

Those children identified as being Able, Gifted and Talented will be placed on our Able, Gifted and Talented register. Some children will be placed at the monitoring level and will receive differentiated work within the classroom and are identified on the planning with group extension activities. Those identified as exceptionally Gifted and Talented have a termly Exceptional Education Plan. This plan sets targets for the child and is reviewed termly in order to ensure that the child is challenged in his/her learning.

Monitoring and Evaluation

The methods and strategies for teaching and learning will be reviewed annually and amended according to statutory requirements and developments within the school.

The teaching and learning policy will be monitored by:

- The Head Teacher, through regular classroom observations, checking short-term planning and scrutinising children's work. The main purpose is to evaluate the quality of teaching and learning, children's attainment and standards within the school. The focus of lesson observations will normally be related to Performance Management targets or the Learning Improvement Plan.
- Curriculum Team Leaders, using any of the above strategies. The purpose of this monitoring is to help team leaders to establish the effectiveness of the policy and plans for their subject and to gauge any staff training required. It will also be used for team leaders to ascertain standards and attainment within their subject.
- Key Stage Co-Ordinators, using any of the above strategies. The purpose of this monitoring is to judge parity across a year group or classes and progression through the school. It will also be used to judge if staff training or support would be useful.
- Members of the Leadership Management Team observe Teaching Assistants and their delivery of the curriculum and work with groups of children.

Reviewed January 2024

Appendix 1

Summary of Learning Styles

Learning by Seeing

Visual Learning Style

Visual style is learning by seeing. You learn visually whenever you gain information from sight. This includes more than just the viewing of pictures and your surroundings. Visual learning also encompasses the written word. Visual learners benefit greatly from teaching that utilizes illustrations, charts, diagrams, videos, etc. They often feel a need to convert spoken instruction into visual form by taking notes.

Learning by Doing

Kinesthetic / Tactile Learning Style

Kinesthetic style is learning by doing. You learn in this manner whenever you capture new information through the process of physical activity. It is often referred to as a hands-on learning experience. Consider how you learned to ride a bicycle. You learned by getting on a bike to experience and practice balancing, steering and pedaling. This experience ultimately taught you how to ride.

Learning by Hearing

Auditory Learning Style

Auditory style is learning by hearing. This type of learning is helpful in the classroom environment. During a lecture, an auditory learner is able to comprehend, process and retain the information provided. Auditory learning is not only the ability to listen to spoken word and interpret tone, but to do so with a high level of accuracy and efficiency. Learners with strong auditory ability are able to hear and comprehend without missing much.

Appendix 2

Galley Common School Induction Procedures

Month	Task
January	Report to Governors on numbers expected for September
February	Review prospectus
March	Receive admission numbers from Warwick
April	Write to invite new parents to an evening meeting & include promotional leaflet & outline plan for the evening. Invite Reception & Y1 parents to transition meeting – June. Invite FOGC, Jeans Station, School Nurse, County Caterers, attendance co-ord to June meeting
May	Prepare packs for new parents including prospectus, contact forms Decide classes for September & part-time groups (see below) Liaise with Nursery to arrange visits for new Reception children (see below) Class Teacher visits to nurseries of children in their class Arrange staff liaison for transfer from Reception to KS1 & story sessions with new teachers
June	Transition meeting for current Reception & Y1 parents Meeting for new reception parents Report confirmed admission numbers to Governors Confirm arrangements for Induction day Arrange home visits Begin visits by Nursery children & children moving to KS1 Staff to visit Nursery & Y1 staff to observe in FS
July	Induction day & reading meetings Nursery to attend Y2 performance Buddy sessions
August	Reception class teachers send a card to new pupils
September	Home visits Part-time Reception to the end of the second week Full-time school from second week. Reading meeting for new parents – if required

Galley Common Year 2 to 3 Transition procedures

Month	Task
June	Y3 staff and SENCo meet to discuss individual children. Year 2 children invited to an open evening at Michael Drayton Junior SEN children have pre visits to their new school MDJS Head to visit Year 2 pupils
July	Year 3 staff invited to attend Year 2 end of year performance Y3 teachers teach a lesson in school/visit class in person or virtually.