

Meridian Primary School



'Learning for Life, Striving for Excellence'

Teaching, Learning and Curriculum Policy

Reviewed Standards	November 2024
Ratified FGB Meeting	December 2024
Review Date	December 2025

This policy is a statement of the aims, principles and strategies for teaching, learning, curriculum and assessment at Meridian Primary School.

Our School Values:

- Resilience
- Curiosity
- Community
- Kindness
- Respect

Our mission is that all children become enthusiastic learners for life and have these values fully embedded when they leave.

Our Curriculum ‘Intent, Implementation, Impact’

It is our *intention* to construct a progressive curriculum that is:

- ambitious in meeting all our pupils’ needs and gives children the knowledge and cultural capital to succeed in life,
- consistent in approach and delivery,
- embedded within our values.

Our curriculum is *implemented* through quality teaching, learning and breadth of study. Our curriculum builds on firm learning foundations in literacy and language.

The quality of our curriculum provides good progression for the next level/ phase for learning. It provides an expectation for good achievement and sustained improvement. Our school outcomes can evidence the *impact* of our learning curriculum.

Learning

At Meridian, we believe that for learning to be effective, learning experiences should be meaningful to the children. We aim to teach children the necessary strategies they need to become effective and independent learners through the school’s values.

We believe that children learn effectively when they:-

- Are motivated, enthusiastic and know what is expected of them
- Experience success and achievement, feel supported and valued
- Are concentrating, involved, committed, on task and learning is purposeful and clear
- Understand how to improve as a result of useful feedback, written or oral from teachers
- Have access to high quality teaching in stimulating, adventurous, interactive and safe learning environments
- Are aware of classroom routines and good learning behaviours
- Have opportunities to work in different groupings e.g. talk partners, trios, mixed ability and ability groups.

Teaching

Effective learning demands high quality teaching, and every minute counts! At Meridian, the teaching staff are responsive to adopting a range of approaches, strategies and styles appropriate to the children and to fulfil the objectives of the lessons.

Teaching is effective when:-

- The teaching standards are being met
- Teachers and other staff have a secure understanding of the age group and individual needs of the children they are working with
- Teachers and other staff have relevant subject knowledge and this is communicated well to children (e.g. LO/ SC is clear and shared)
- Expectations are consistently high in what all children can achieve (including most able and disadvantaged children)
- Assessment information is gathered from looking at what children already know and understand. This is also informed by parents/ carers in the Early Years.
- Assessment information is used to plan appropriate teaching and learning strategies, including identifying children who are falling behind in their learning or who need additional support. This enables all children to make good progress.
- Different types of questioning are used to assess and extend children's thinking
- Teaching staff are aware of their strengths and areas for development
- English and mathematics and the skills necessary to function as an independent member of British society are promoted through teaching and learning.

The Curriculum and Planning:

Our curriculum is broad and balanced to allow children the opportunity to access knowledge and learning skills for life. Leaders and teachers work together to agree our intent for the overall curriculum and subject areas. We use the National Curriculum and our expertise to map out the key skills and areas to be covered in each subject. These maps ensure coverage and progression through the school. These are then implemented through quality learning activities. Leaders and teachers monitor the impact of these experiences and continually strive to improve the quality of the education we are providing.

What makes our curriculum different?

We place high value on the following key 'R' words to help us plan, deliver and explore depths of topics and excite our learning as individuals and learning as a community.

Research: We want our children to have a sense of adventure. We encourage depth of learning, thinking skills, enquiry and beyond classroom learning. Children are given opportunities to follow interests, make links, summarise learning and explore technology.

Reflection: We encourage the children to be confident and responsible in evaluating their experiences/ work/ learning by offering reasoned viewpoints and appreciating viewpoints of others. We promote the use of imagination and creativity.

Resourcefulness: We encourage the children to be confident and responsible to draw on what they know. They are taught to use resources, methods and practices and make use of the classroom, school environment and wider locality. We also encourage them to be able to share knowledge and creativity with others. We value the outdoors and all children will be engaged in outdoor activities to enhance learning in a range of curriculum areas.

Our topics incorporate these 'R's as part of the children's learning journey.

We are continuing to develop our curriculum to ensure it captivates children's imaginations and stimulates their intellects. Above all, we aim to ensure we are continuing to raise standards in all areas, academically and socially for all our children, building lifelong learners.

The long term planning overview for all curriculum areas is available on the school website and updated annually.

Teaching staff are responsible for ensuring all medium term plans are in place for all curriculum areas in line with the long term overview. Teachers create half termly topic webs for each year group and these are shared with parents on the class pages of the website.

All subject leaders are expected to support and monitor their subjects to ensure teaching and learning is of a high quality, is progressive and fulfils our statutory requirements.

Themed days and/ or weeks are useful additions to the curriculum and timetabled each year.

There are designated resource areas allocated for each subject area.

Marking and Feedback

It is the responsibility of the class teacher to give regular feedback and mark books to support teaching, learning, planning and assessment. Teachers should model good quality handwriting in children's books and joined from year 1. Where possible teachers give verbal feedback to enable children to know how to improve their work and move their learning forward.

Marking and asking children to respond to teacher's feedback will help teacher's understand whether the work is pitched well. Regular marking acts as a tool to support assessments and helps inform the summative judgement at the end of the year.

Teachers also give feedback for homework.

See Marking and Feedback policy

Learning Environment and Displays:

It is the responsibility of each class teacher to provide an interesting and stimulating environment. Classroom displays include different aspects of the curriculum, include learning prompts, vocabulary and children's work. The work displayed reflects the individual child's efforts as well as ability. Every class area has a display of children's writing. Displays in classrooms support current learning e.g. maths or literacy working/ learning walls.

Corridor displays are allocated to class teachers and are changed regularly.

Classroom management

A well-organised and well-managed classroom is conducive to high quality teaching and learning. Basic resources should be labelled and accessible to children and enhance their feelings of ownership, independence and responsibility. Lessons should be well planned with good time management. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

Children feel secure by being aware of routines. Established daily routines include registration time, lining up, quiet reading, routines when finished work, tidying away and wet playtimes.

Everyone should be encouraged to take responsibility for their environment, both within and around the school. Everywhere should be kept tidy and litter free.

A calm working atmosphere facilitates good progress and learning.

Behaviour

We have high expectation of behaviour within our school. (See Meridian Primary behaviour policy 2023).

Support staff

All staff at Meridian Primary School play an important role in the teaching and learning of children within our school. Each member of staff (administrative staff, site manager, cleaners, and teaching assistants) has a responsibility to support and encourage children and model high expectations. It is important that the same strategies for behaviour, rewards and sanctions are consistent and there is good communication between staff to ensure continuity in children's experiences.

The role of the teaching assistants is to work in partnership with class teachers to support learning in line with EYFS, national curriculum, codes of practice, school policies and procedures.

Health and Safety

Health and safety issues are the responsibility of everyone in school.

Lesson planning for the teaching and learning of special activities and visits should be properly risk assessed.

Assessment

At Meridian, we aim to make effective use of assessment to support, encourage and challenge the children enabling them to make good progress and have good outcomes. Assessment is essential for maintaining high expectations and informing the staff, children and parents of the next steps in the learning process.

Assessments are carried out in a range of different ways:-

- Ongoing day to day assessments linked to the learning objectives and success criteria
- Observations of, and conversations with the children
- Peer assessment
- End of unit/ short tests
- Marking against targets set by class teacher and child
- Quality Marking with feedback to children on how they can improve
- Tracking children's progress from key phases (benchmarks)
- Summative assessments

The Assessment System that we use is called 'Target Tracker'.

Class teachers use Target Tracker to update the levels of attainment for each child in their class. All subjects (except PSHE) are updated at least once a term on Target Tracker. PSHE unit assessments are completed each half term.

The Target Tracker levels progress are as follows for years 1 to years 6:-

Progress Below Year 1: 40-60months Emerging, 40-60months Expected, 40-60months Exceeding
Year 1: 1B (beginning), 1B+ (beginning+), 1W (within), 1W+ (within +), 1S (Secure) ,1S+ (secure+)
Year 2: 2B, 2B+, 2W, 2W+, 2S, 2S+
Year 3: 3B, 3B+, 3W, 3W+, 3S, 3S+
Year 4: 4B, 4B+, 4W, 4W+, 4S, 4S+
Year 5: 5B, 5B+, 5W, 5W+, 5S, 5S+
Year 6: 6B, 6B+, 6W, 6W+, 6S, 6S+

‘Beginning’ means a child has just started working on some of the expectations for their year group
‘Working Within’ means a child is working within the level expected for their age, but not consistently.

‘Working within +’ means a child is working at a more competent level for their age group.

‘Secure’ means a child is working at the level of expectation consistently and is very secure in their understanding.

On average, a child should be working at WW+ or S for their year group by the end of the Year.

Children working below their year group expectation.

For a small number of children, they might be working on a year group level below. So, their level will have a number which does not relate to the year group they are in, e.g. a child with Special Educational Needs/ disability (SEND) in year 3 might be beginning their learning of the particular curriculum subject at year 2 expectations (2B).

Assessment and Early Years Foundation Stage

At our foundation stage, the teachers use early excellence, target tracker, tapestry and daily written running records as tools to make informed decisions and steering the learning focus. It also helps inform the summative judgement at the end of the year.

Pupil Assessment and Progress Meetings:

All teachers are accountable to make professional judgements about their children’s learning and progress. The Head teacher will meet each teacher to discuss pupil progress, including groups (vulnerable groups), sharing successes, discussing barriers to learning and moving learning forward. At least one of these pupil progress meetings are planned to include the English and maths subject leaders.

We follow an annual timetable of assessment, reporting and recording.

Monitoring

Throughout the year, senior leaders and subject leaders will monitor teaching and learning through observations, book scrutiny, planning, interviews with children or staff and assessment data. Groups, such as SEND and vulnerable children, are monitored to check that high standards of professional performance are established and maintained. This is in accordance with the school development plan and priorities highlighted from the Ofsted reports. Monitoring may take the form of joint or single observations, dipping into lessons or planned and unplanned learning walks.

What we monitor...

- Book scrutiny – (curriculum content, progression, marking and feedback, consistency of high standards, presentation)
- Pupil progress meetings
- Observations of teaching and learning
- Moderation of writing standards/ assessment
- Moderation of maths standards/ assessment
- Moderation of reading standards/ assessment
- EYFS standards/ assessment
- Learning environment
- Working walls – supportive of learning/ curriculum
- Impact of interventions
- Subject leaders – impact of leadership time/ improved subject standards
- Teaching assistant support – intervention impact



Meridian Classroom Environment Checklist

Teacher:

Class:

Monitored by:

Classroom Learning Environment Checklist	Evident in classroom Yes/no	Actions/comments
Teacher notice board with timetable & organisation		
Maths prompts appropriate to age e.g. large number line, visible and accessible		
Maths interactive prompts/ resources		
English prompts appropriate to age e.g. alphabet, phonics, phonic mats, grammar rules, spelling rules/ processes accessible		
Visual daily timetable for all children displayed (personalised ones for SEN children where appropriate)		
Class reward systems 4 jars/ containers for rocket fuel/ raffle tickets		
Displays reflect school policy		
English working wall Being used with current vocab and success criteria squares for audience, purpose and effect (up to date)		
Maths working wall Being used with current vocab, examples using 'make it' 'say it' 'write it' (up to date)		
'Wow' wall in each class that rotates examples of good work in class		
Class topic is evident when you walk in		
Area laid out appropriately to support group work.		
A tidy, clutter free environment		
Clearly labelled drawers and resources		
Defined areas of the room e.g. reading area, challenge and inspiration area, role play area in KS1.		
Learning objective clearly visible		
Writing work displayed		
5 school values displayed with children's commitments visible		



Book Scrutiny led by

Class/ class teacher:

Date:

Marking			
Marking codes used			
All marking that requires a response from the children is responded to.			
Mistakes are marked and addressed in marking or follow up activity.			
All work is marked/acknowledged by the teacher			
Extended writing marked against success criteria			
In Maths, 'next steps' marking used when a child has not achieved all of the SC or has misconceptions.			
All areas of misunderstanding (Linked to LO) addressed in foundation subjects either through marking or a follow up activity. (In purple pen)			
Work marked in blue pen			
Presentation (see also presentation guidelines)			
Clear <u>progress</u> towards a joined script			
Proper date used, correctly placed and underlined			
LO clear, in proper place (Underneath date and one line gap) and underlined.			
Written work for displays outside class should be in black pen (KS2)			
Straight line and crosses used by children to identify incorrect work			
Books should look neat and be covered with appropriate label.			
Work in books			
Levels of adapted learning visible in books.			
Each curriculum area represented in books			
Cross curricular writing/ extended writing evident (how many seen in topic/ science books?)			
A page of correct work in Maths should always demonstrate progression in the complexity or context of question.			
Planning			
Weekly planning for English and Maths in year group file on Staff Share			
Half termly plans for all foundations subjects in folders			
NC objectives should be clearly displayed on the planning			
Adaptation on planning / inc. success criteria			

Additional notes: