

*'Reaching for Success'*



# **Old Park Primary School and Nursery**

## **Teaching and Learning Policy.**

*“Reaching for Success...”*

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## ***'Reaching for Success'***

### **AIMS OF THE POLICY**

The purpose of our policy is to ensure pupils' learning is developed continuously and progressively to a high standard. Within this policy we intend to set the context for all other curriculum policies and in doing so provide a clear statement of the practice which will help us achieve our whole school aims. It will also enable teachers to reflect on their work in an informed way and it is an essential tool for informing governors and parents about the ethos of the teaching and learning at Old Park Primary School. This policy should be read in conjunction with our subject policies, the school assessment policy, school marking policy and Behaviour for Learning policy.

#### **Equality for all**

We aim to promote opportunity and equality for every child and ALL children have equal access to a broad and balanced curriculum. We want to protect our children and families from any form of discrimination linked with the Protected characteristics. <https://www.gov.uk/discrimination-your-rights>

#### **Mental Health and Emotional Wellbeing in a School setting – both Adults and Pupils**

Here at Old Park, we recognise the importance of promoting mental health and wellbeing throughout our school community, school vision and within our curriculum. There are many aspects of school life which can cause anxiety, from teacher workload to pupils struggling to keep up with their peers. We firmly believe mental health and emotional wellbeing must be at the heart of the curriculum in order to teacher both adults and pupils strategies to cope with tough decisions or events that might take place. We celebrate positive mental health and resilience through our values: Belonging, Respect and Responsibility.

#### **At Old Park Primary School we believe children learn best ...**

- When there is a positive atmosphere throughout the school
- When they are happy and secure
- When they feel valued
- When they are motivated and stimulated
- Through practical, first hand experiences
- Through an investigative approach
- Through creative and imaginative expression
- When they make full use of their environment
- When given opportunities for independent learning
- When given opportunities to work collaboratively
- When there are clear, achievable goals
- When given opportunities to practise and reinforce previously learned skills in appropriate situations
- When all children have equal opportunities
- When there is consistency in the teaching
- When teachers have high expectations
- When parents are actively engaged in the learning ... then this will reflect in the children's progress from their starting points.

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### **At Old Park Primary School we believe teachers teach best ...**

- When work is thoroughly planned to meet the needs of the children and provides for the full ability range of the class, group and individual
- When children have opportunities for first-hand experiences and are encouraged to use their local environment
- When there is a stimulating, positive, happy atmosphere within the classroom
- When the classroom is well managed and organised
- When children and staff are given time to think and learn deeply
- When there is good communication and teamwork among all teaching and support staff
- When children and staff feel supported
- When there are regular opportunities for CPD
- When staff are encouraged in their endeavours and have a positive attitude towards their own work
- When children are given a broad and balanced range of activities to ensure a curriculum relevant to their needs
- When the chosen themes for cross-curricular learning are interesting and challenging
- When there is a good supply of high quality, readily available resources
- When regular assessments (observations and records) are made to inform class teaching and future planning
- When parents are actively involved in children's education
- When staff are trusted by parents and governors

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm and effective working environment, in which each child can produce his or her best work;
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- Providing positive role models;
- Providing a fair and disciplined environment, in line with the school's Behaviour for Learning policy;
- Effective management of their professional time;
- Developing links with all stakeholders and the wider community;
- Valuing and celebrating pupils' success and achievements;
- Reviewing personal and professional development in order to ensure a high level of professional expertise.

### **At Old Park we feel that successful learning happens when:**

- Teachers are confident and have a clear understanding of subject knowledge and learning objectives
- Teachers have high expectations – there is optimism about, and high expectation of success
- Lessons are well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils
- Lessons are interactive – pupil's contributions are encouraged, expected, extended
- Learning is characterised by high quality oral work
- Learning is well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- Teaching is informed and uses Assessment for Learning effectively

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### **Our Learning environment**

The classroom environment will be organised to facilitate learning and the development of independence. Together we work to create and maintain a stimulating, organised and supportive learning environment. We believe that this impacts upon the quality of teaching and learning that takes place. In the School environment, resources are ...

- Accessible to children and staff
- Appropriate and available
- The right quality for the task
- Sufficient in range to allow children to make appropriate choices
- Respected by children and staff
- Used correctly
- Easily organised and checked regularly
- Grouped according to curriculum subject and clearly labelled for access by children.
- Labelled as well as pictures in EYFS/KS1 to encourage independence;

### **Learning environments at Old Park also have:**

- Comfortable and attractive book corners will be stocked with a large variety of age appropriate books;
- A maths area where children can access resources independently;
- Areas for imaginative play in EYFS/ Early KS1 will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Tabletop resources made available for children to develop basic skills across the curriculum e.g. High frequency word mats, key vocabulary lists, phonic charts, number lines etc.
- Classroom monitors who will be involved in the maintenance and care of all equipment and resources;
- A stimulating and purposeful learning environment, including thought provoking and stimulating displays;
- Working walls used to support children's learning in English

Teachers will ensure that classrooms are kept organised throughout the day- children will be taught to pick up any equipment which they drop and make sure that coat areas are tidy. This is to teach children the importance of clearing up after themselves and developing skills of independence;

### **Displays:**

- Class teachers are responsible for display boards outside their classrooms and will use these as a celebration of children's work and achievements;

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### **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

### **Parents are encouraged to support their child's learning by:**

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for positive behaviours within the school and for the teacher's role;
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence;

### **Pupils are encouraged to support the school's aims by:**

- Attending school regularly and punctually;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;
- Conducting themselves in an orderly manner in line with the expected behaviour policy;
- Taking increased responsibility for their own learning.

### **The community is invited to support the school by:**

- Contributing to activities, such as assemblies, specialist outings, clubs, etc;
- Presenting themselves as positive role models;
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- Supporting school events;
- Voluntarily helping in the classroom.

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### **Curriculum Intent**

At Old Park Primary School and Nursery, our curriculum is designed to inspire, engage and challenge our pupils so that they acquire the knowledge and skills they need to be successful, independent and motivated young people, ready for the next stage of education and their future in today's world.

Music is the heartbeat of our curriculum and our In Harmony programme has been running for 9 years. As well as improving coordination, perseverance and listening, music, particularly learning an instrument, increases memory and develops responsibility, self-expression and social skills.

Through a flexible, child-led and creative approach to curriculum themes, we aim to harness children's natural curiosity and thirst for knowledge to foster an interest in the local community, and the world beyond. Lessons, visits, wider cultural experiences, outdoor learning and real-context projects are all used to enhance learning across the curriculum and develop communication, collaboration and cooperation.

The National Curriculum core subjects of reading, writing, maths and science and foundation subjects – computing, geography, history, design technology, art, PE and RE are taught as well as personal and social, health and relationships education.

At Old Park we have adopted Kagan's Co-Operative Learning approach. Kagan's approach encourages more collaboration between adults and children through simple structures that are broken into step-by-step instructional strategies. Kagan's Structures are designed to increase student engagement and cooperation. By adopting Kagan's approach, we aim to show increased:

- Team building
- Social skills
- Communication skills
- Knowledge building
- Decision making
- Processing information
- Thinking skills
- Presenting information

During each sequence of learning we provide opportunities for ORACY, to develop children's speaking and listening skills, vital for developing language and building confidence to speak and present in front of an audience. Through presenting work during assemblies and Parent sharing assemblies, children pass through the Generate and Evaluation stage to support transferring knowledge from short-term memory to long-term memory.

English and Maths are taught daily, finding links within other areas of the curriculum wherever possible. The National Curriculum sits at the heart of our English Curriculum alongside nurturing and engineering a love and passion for reading. Mathematics is supported by the White Rose Hub materials, as well as the National Curriculum and a daily onus placed on number sense and mental arithmetic.

Science, Geography, History, Languages (French), Computing, Art, Design Technology, PE, RE and PSHE are taught as discreet subjects. The following subjects use the schemes outlined below:

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Phonics: Read Write Inc

Maths: White Rose

Science: White Rose

French: Primary Languages Network

RE: Jigsaw

PE: Get Set 4 Education

PSHE: Jigsaw

### **How is our curriculum taught at a subject and classroom level?**

#### **Subject Leadership**

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors regularly review and quality assure the subject areas to ensure that is being implemented well and coverage and breadth and balance is adequate.

#### **Subject leaders have a variety of roles. These include:**

- Taking the lead in policy development and the production of schemes of work/ rolling programmes which are designed to ensure progression and continuity in their subject throughout the school;
- Supporting colleagues in their development and implementation of the scheme of work/ rolling programmes, and in assessment and record-keeping activities;
- Monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- Using release time to support colleagues;
- Keeping up-to-date through reading and attending relevant courses.

#### **CPD**

In order for us to be able to deliver the best and most up to date curriculum we provide staff with high quality CPD in their subject specific areas of leadership or teaching role. This may include attending nationwide courses on the curriculum, assessment of research. Alongside this Old Park Primary is also a member of the relevant national associations for national curriculum subjects. Through this we receive updates, courses and research findings into the effective provision for primary pupils. We aim to give staff the expert knowledge required to deliver the subjects that they teach. Ongoing professional development and training is available for staff to ensure that our challenging curriculum requirements can be met.

#### **Planning**

The curriculum at Old Park is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils

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for what they will learn next. There are clear end points which pupils work towards on their learning journey.

Planning is carried out collaboratively in planning teams and then adapted to the needs of individual classes by the class teacher. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. All planning is saved on the school shared work-group. It is expected that staff save their planning onto this drive weekly. At Old Park Primary School we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum. There is an emphasis on basic skills in all areas of the curriculum. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

### **Vocabulary**

At Old Park Primary, we aim to develop pupil's working vocabulary. We find that a large majority of pupils enter our nursery with speech and language needs. Language is often delayed, and active working vocabulary limited. For this reason, alongside the teaching of knowledge and skills, we also teach pupils a range of higher tiered vocabulary associated with their curriculum subjects and learning areas. Throughout our year group topics, we use knowledge organisers to develop learning and have a 'vocabulary' section that outlines key vocabulary in which children are exposed to throughout the topic. Vocabulary chosen for each topic is found integrated into lessons which will then be taught and learning to become part of children's active working vocabulary.

### **Reading**

The teaching and acquisition of reading skills is prioritised at Old Park to allow pupils to access the full curriculum. Here at Old Park we use Read Write Inc for the teaching of early reading skills. Key Stage Two are enrolled in the Accelerated Reading Scheme. This system supports the children with their learning and next steps. It provides teachers with data that indicates a pupil's strengths as well as areas for development. A recommended reading level is given, which ensures all children are reading books with appropriate challenge and allows them to make progress whilst also being free to select the books that they find engaging. Pupils in the nursery class begin learning initial sounds and then this is built upon in the Reception and Year 1 class. Where a pupil has been identified as not on track to achieve this target, intervention is put in place through phonics tracker and 1:1 reading support to enable them to catch up and achieve in line with their peers. Pupils that do not pass the phonics screening test in Year 1 are also targeted to ensure that they pass by the end of Year 2. Pupils are able to access a range of reading resources and texts. For those children who require improvement in reading fluency, a daily 1:1 reading fluency intervention takes place and is tracked across each half-term.

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### **Assessment**

Assessment at Old Park Primary School is designed thoughtfully to shape future learning. Teachers ensure that pupils embed key concepts in their long-term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Pupils revisit prior learning in their workbooks as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.

### **Assessing children's attainment and progress.**

Pedagogy built upon assessment for learning strategies are at the heart of establishing a pupil's level of attainment and to inform future planning. We use NFER summative assessments to identify gaps in knowledge each term for Reading, SPAG and Maths.

Children's writing is assessed. Gap analysis is carried out on these assessments to identify gaps in children's learning. These gaps are then addressed in subsequent whole class, group and individual teaching. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Children are set targets from their areas for development in reading, writing and maths. These are shared with the children regularly and are discussed with parents in termly parents' meetings. Children are encouraged to take responsibility for their own learning by regularly discussing their progress in relation to their targets and knowing where they have met them in their work. At Old Park we recognise that to make the best possible progress possible that children must take responsibility for their own learning.

Yearly and key stage attainment targets are set for children based on performance over time and set at levels to ensure at least expected academic progress. Children's progress is measured against these termly and interventions put in place for children who are off track.

### **Adapting to the needs of individual learners**

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will adapt the curriculum according to individual needs by:

- pace;
- content;
- task;
- resources;
- independence;
- outcome;
- teacher/ adult support;

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Pupils with Special Educational Needs will have carefully planned activities and scaffolds to help them to access work in line with their peers. Their work, where appropriate, will also link back to their provision map. SEND children are expected to develop independence and it is not always expected that they will receive adult support.

### **Lesson review**

The lesson review slide is used during each lesson to talk about what we are learning, how it will help us in the future, what we already know that will help us and links between learning.

### **Working in Partnership with Parents:**

At Old Park School we see partnership with parents/ carers as important in developing the education of children. We regularly hold parents information sessions, detailing the philosophy and practice behind our approach to Teaching and Learning. Homework is set for children weekly. (see school homework policy) We also invite parents into school for parent workshops.

### **Our school:**

We are an integral part of our local community and work hard to support it. We work closely with our local church, as well as local charities. Charity involvement is an essential part of our curriculum where we believe our pupils develop and gain empathy. Our curriculum encourages children to develop a sense of pride in their local area and a sense of belonging.

Children leave Old Park with a sense of belonging to a tightly knit family where they have the confidence and skills to make decisions, self-evaluate, make connections and become successful lifelong learners.

### **Governance:**

Governors will work with school leaders to ensure the teaching and learning provision within school enables pupils to thrive. Also working together to raise standards of education and care to improve the lives of all pupils, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. We will achieve this through clear and strategic approaches to improvement through monitoring the school's context, prioritising actions that address most significant barriers to learning and managing the school as an organisation effectively.