



Ghyll Royd School

A foundation for life



Teaching & Learning Policy

Policy Leader: Mr Hadley Nicholson

Review Date: Summer 2025



Ghyll Royd School • Greystone Manor • Ilkley Road • Burley-in-Wharfedale • Ilkley • West Yorkshire • LS29 7HW
t • 01943 865575 f • 01943 865574 e • information@ghyllroydschool.co.uk w • www.ghyllroydschool.co.uk
Company Number • 03583140 Registered Charity No • 107023



The Learning Challenge™
CURRICULUM



Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment.

Teaching and Learning Policy Statement

At Ghyll Royd School and Pre-School, we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We provide a holistic and diverse educational experience which nurtures individual achievement, independence, excellence and respect.

Aims

At Ghyll Royd we want all learners to:

- achieve their full potential;
- become life long learners
- be confident and enthusiastic
- develop creativity & imagination
- be challenged to succeed
- be resourceful and resilient
- develop a healthy lifestyle
- develop independence
- work collaboratively
- become good citizens in their own community and the global community
- use the skills of peer learning & peer support
- take risks
- contribute to the learning ethos within the whole school
- be able to identify their next learning steps

Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop teaching strategies that allow all children to learn in ways that best suit them. We consider these strategies when planning our teaching and learning and incorporate children's different learning styles using VAK (Visual, Auditory, Kinesthetic) as guidance.

Throughout the curriculum we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- whole class work
- responding to a variety of media
- researching and finding out
- questioning
- debates, role plays and oral presentations
- group work
- use of a range of ICT equipment
- designing and making things
- paired work
- fieldwork and visits to places of educational interest, including a variety of residential experiences
- physical activity
- independent work
- creative activities using the whole school environment
- reflecting on what has been learned

We encourage children to take responsibility for their own learning and to be involved as far as possible in reviewing the way in which they learn; delivered through their own feedback to marking (see Marking and Feedback Policy), and active involvement with their APP's (Assessing Pupil Progress). A range of age appropriate self and peer reviewing, alongside planned plenary sessions and AFL opportunities (Assessment for Learning), are used to review child-understanding against the key learning objectives and success criteria.

Quality of Teaching

We believe children learn effectively when the teacher provides:

- an atmosphere where children are prepared to take risks
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- learning objectives and success criteria that are clearly stated and understood by the pupils
- innovative, challenging and creative teaching
- regular opportunities to discuss, review and reflect on the learning

- clear expectations of what pupils are expected to achieve by the end of the lesson.
- appropriate pace to the lesson
- opportunities for children to work collaboratively, in groups and pairs, and independently
- thinking time before answering questions
- open-ended, thought provoking, challenging questions based on Blooms Taxonomy
- lessons where children's understanding is developed through active, practical and first-hand experiences and involving individual and collaborative talk, exploration, questioning, prediction and investigation.
- developmental feedback and constructive criticism of pupil's work
- support for the learning of pupils with differing abilities
- a planned programme of educational visits to reinforce and stimulate learning
- a stimulating learning environment
- excellent subject/pedagogic knowledge
- clear next steps in their pupil's learning
- equality of opportunity
- use, where appropriate, of others to deliver lessons (e.g. other pupils, outside agencies).
- Use of positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;

We base our teaching on our knowledge of the children's level of attainment using formative and summative data. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability through the differentiated use of success criteria.

We have high expectations of all children and believe that everyone should be included in the full range of educational opportunities and that these should be of the highest possible standard.

All teachers strive to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to positive behaviour and classroom management. We praise and reward children for good effort through the House Points system and, by so doing, help to build positive attitudes towards school and learning in general. We insist on personal and academic high standards and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in the school's Positive Behaviour Policy

Teaching and Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils; for example, any diagnosis of dyslexia and ASD, gifted and talented.
- consult with SENCO about the needs of individual pupils when appropriate;
- work with Teaching and Learning Support Assistants and other adults to ensure pupils are best supported in their learning;
- act on advice and strategies given by external agencies.

Teaching and Learning Support Assistants and other adult helpers are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups.

Management

The School is sub divided into four distinct areas:

Pre-School and Nursery - Early Years Foundation Stage Phase

KS1 - (Year 1 and 2)

Lower KS2 - (Year 3 and 4)

Upper KS2 - (Year 5 and 6)

The Deputy Head is responsible for overseeing curriculum provision across the whole school, in close partnership with Curriculum Subject Leaders (each teacher will have a curriculum subject). There is also an Assessment and Reporting Coordinator.

It is the responsibility of the **Deputy Head** to:

- Provide a 2-year rotation scheme of work for the Learning Challenge and other subjects (Years 1 to 6).
- To monitor Termly Forecasts
- To meet staff to drive developments in the curriculum.
- To coordinate regular PPM's (Pupil Progress Meetings) with staff, to discuss children in their phase.
- Ensure that work is matched to pupils' ability, balancing challenge with the likelihood of success for each pupil across the ability range.
- To monitor teaching approaches and classroom organisation so it is varied, to ensure that work is matched to pupils' ability and learning styles.
- To manage the school's Monitoring and Evaluation Calendar.

It is the responsibility of the **Curriculum Subject Leader** to:

- Arrange meetings with staff to keep them informed about developments/policies/procedures.

- Ensure that staff are working within the national guidelines for their subject.
- Work with staff to monitor and implement the marking policy, ensure the curriculum is kept up to date and that it incorporates statutory requirements and reflects school policy.
- Evaluate the curriculum and to review its effectiveness instituting changes as necessary.
- Ensure that the curriculum is responsive and accessible to every child across the age and ability range.
- Enhance the curriculum through enrichment activities such as visits and to develop links in the community.
- To produce an annual summary that evaluates the strengths and weaknesses in their subject and indicates areas for further improvement keeping track of developments and recording next steps.

It is the responsibility of the **Assessment and Reporting Coordinator** to:

- To support staff with the preparation of data for pupil progress meetings (PPM) and target setting for English, Reading and Mathematics, regularly throughout the academic year.
- To organise assessment and reporting schedules throughout the academic year.
- To oversee the set up and organisation of our tracking system, Classroom Monitor.

It is the responsibility of the **Head and Deputy Head** to:

- Ensure teaching timetable allocations are correct.
- Monitor and evaluate the effectiveness of Teaching and Learning across the whole school by using the Monitoring Calendar and Assessment and Reporting Policy
- To use assessment feedback and results to inform future development plans.

It is the responsibility of the **Teaching and Learning (Education) Governors' Sub Committee** to:

- Ensure teaching timetable allocations are correct.
- Support the Head and Deputy Head in the monitoring and reviewing of the school's policy on teaching and learning.
- Monitor the use of appropriate teaching strategies by allocating resources effectively;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- Monitor staff development and performance management policies to promote good quality teaching;
- Monitor teaching and learning strategies in the light of health and safety regulations;

- Monitor the effectiveness of teaching and learning policies through the school policy review processes.

Planning

Teachers at Ghyll Royd strive to plan lessons which are creative and challenging meeting the needs of the individual using the whole school environment

The following National Strategies/Published schemes are used to support planning:

The National Primary Framework for English and Mathematics

White Rose Maths

Hamilton Trust

The Learning Challenge Curriculum

The National Curriculum (2014)

Early Years Outcomes (EYFS)

Phonics Letters and Sounds

Medium term planning

Medium term plans for all subject areas are produced. These include:

- Learning Objectives and Success Criteria to be covered each lesson (each half term in Early Years);
- References to Schemes/Frameworks
- Content to be covered each week (lines of development for each area of interest/topic);
- Differentiated activities
- Questioning
- Key Vocabulary
- Deployment of Teaching and Learning Support Assistants to enhance children's learning
- Time allocation for green pen feedback and homework allocation
- Next Steps
- References to Foundation Stage Objectives.
- EYFS medium term templates

Short term planning

The school has agreed that teachers should be able to decide what form short term planning takes. However, it must detail the following minimum requirements:

- Show Learning Objectives and Success Criteria;
- Include detail of the content;
- Show differentiated tasks;
- Indicate differentiated questioning;

- Display key vocabulary;
- Deployment of Teaching and Learning Support Assistants to enhance children's learning;
- Time allocation for green pen feedback and homework allocation ;
- Annotate to show how planning evolves during the week/unit;
- Next steps;
- EYFS weekly templates;
- EYFS incidental observations;
- Risk assessments for certain discrete subjects;
- Absent pupils noted.

Assessment for Learning (AFL)

AFL ensures more effective teaching by providing the evidence for closer matching of tasks to each child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps teachers to identify needs for future planning and teaching strategies. At Ghyll Royd School and Pre-School, the following are used as an AFL tool (this is not an exhaustive list):

- Classroom Monitor;
- Pupil APP's;
- Traffic Lighting;
- Ongoing attainment and understanding against their Success Criteria;
- Open questioning;
- Formative and Summative assessments.

Teachers should:

- Assess pupils' work regularly according to the school Assessment and Reporting Policy;
- Use analysis of formative and summative assessments to inform their teaching and support pupils' progress;
- Use data to ensure pupils are working at their full potential and set targets to achieve this.

Display

Ghyll Royd believes that the purpose of display is to support pupils' learning. This may be achieved by engaging pupils via displays that:

- Enable learning to take place;

- Gives children ownership of their own learning environment;
- Reinforce previous learning;
- Celebrate success;
- Raise expectations;
- Clarify routines;
- Encourage independence;
- Illustrates progress.

Role of the Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can support their children's learning and confidence at school. Early Years use a 'Daily Communication Book', 'My Child's Interest' and 'All About Me Proforma's, Phase 1 a Reading Record Book, Phase 2 make use of a 'Homework Diary' and Phase 3 use 'Communication Books'. These forms of communication ensure effective three-way communication between pupil, parent and teacher.

Parent Consultation Meetings with teachers are held to discuss progress and strategies for further improvement three times a year for all pupils. The school sends information to parents at the start of each term about the programme of learning each child will be following in each subject area via the Curriculum Overviews

Information concerning the end of year academic expectations and homework is sent at the start of each year at the Parent Information Evening so that parents know what will be given to children each week (as set out on pupil timetables).

Additionally, parents are given reading records in Reception and Phase 1 to help them support their children at home in Reading. For both English and Maths the pupils receive log-ins to Bug Club/Active Learn at the beginning of a school year. Teachers can allocate appropriate reading books and Maths tasks to each child's area of Bug Club and Active Learn.

Parents receive an interim school report at the end of the Autumn and Spring Terms and a full report at the end of the academic year.

EYFS Children receive constant on-going feedback recording developmental next steps.

Parents are responsible for ensuring that children attend school on time and regularly; they must inform the school of absence. Holidays during term times are discouraged however in exceptional circumstances holidays can be requested and authorised by the Headteacher. Many parents offer some of their time to help in school. These offers are always welcome, and parents undertake a variety of tasks, working with individuals and groups of all ages.

On 01/07/2023 (date)

Date to be reviewed 01/07/2025 (date)

Signed on behalf of the setting



Name of signatory

David Martin

Their role

Headteacher