



**Elvington Church of England
Primary School**



Teaching and Learning Policy

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	September 2024
Signature of Chair of Governors:	
Date for renewal:	September 2027





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Aims and Objectives

At Elvington Church of England Primary School we aim to:

- Provide high quality teaching and learning within a strong Christian ethos that is free from any form of discrimination.
- Have high expectations, which will involve the recognition for continuous improvement by both staff and pupils.
- Encourage a lively, active interest in learning, so that children take responsibility for their learning and strive hard to reach their potential.
- Provide a broad, balanced curriculum for the children, by reviewing, evaluating and updating teaching policies, bearing in mind the needs, abilities and interests of individuals.
- Provide enlivening experiences, both in and out of school, to foster an appreciation of the world in which we live, and to develop the intellectual, physical, spiritual, moral and aesthetic facets of the children in our care.
- Encourage mutual respect and trust, and by so doing, an awareness of how children's actions and reactions affect others.
- Ensure that children and adults are treated equally and have equal opportunities.
- Secure the provision for any special needs, thereby enabling the children in our care to take advantage of what the school has to offer, both educationally and socially.
- Strive to raise standards of attainment, thereby ensuring opportunity for high attainment.
- Foster the development of responsible, courteous, considerate and tolerant individuals.
- Develop a positive and close relationship between home and school.
- Promote healthy lifestyles.
- Make school an important part of community life and the community an important part of the life of the school.

The school curriculum comprises all learning and other experiences that the school plans for its pupils. Teachers have high expectations for every pupil; this is regardless of individual levels of ability. Teachers use appropriate assessment to set targets which are deliberately ambitious.

SEND

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of



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individual children, then we do so only after the parents of the child have been consulted and advice has been sought from external agencies, i.e. the Educational Psychologist.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from teaching assistants and teachers.

The school provides an IEP for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

Pupil Premium

The school will deploy the pupil premium to accelerate the progress of children who:

- Who have qualified for Free School Meals at any point within the last 6 years.
- Whose parents serve in HM Armed Forces.
- Are 'Looked After' by the Local Authority.

We provide information about the deployment of Pupil Premium support on our website. The school may deploy this resource to benefit a wider group of children, where outcomes are likely to be better through the inclusion of child/children who receive funding.

Organisation and Planning

We plan our curriculum in year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We have



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reviewed our long-term plan to ensure coverage across the Key Stages. An overview of the topics taught can be found on our website.

With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing differentiation for groups of children with different abilities. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curricula. This results in planned progression in all curriculum areas. Please visit www.elvingtonprimary.org.uk/school-information/curriculum-information/progression-of-skills-and-knowledge, for a full overview of progression of skills and knowledge across the curriculum.

Formative Assessment

Teaching staff are responsible for ensuring that work is marked promptly and that children are provided with timely and useful feedback on the quality of their work and to indicate the extent to which learning objectives have been met and to introduce timely intervention to provide support.

Summative Assessment

The school will undertake periodic (termly) assessment of reading, writing and mathematics and will use these assessments to refine future planning and to develop appropriate intervention to address underperformance where this may be detected.

Assessing Without Levels

From 2015/16, Elvington has made use of the OTrack assessment management system in order to assess without previous National Curriculum levels. Children will continue to be monitored at assessment points (termly) to examine the extent to which they are:



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- Below expectations for the year group.
- Working towards expectations for the year group.
- At the expected level for the year group.
- At mastery level for the year group.
- At an exceptional level for the year group.

In addition to the assessment measures detailed above, the school will use a suite of assessments across the school to assist staff in making these judgements.

For specific curriculum information please view our subject specific Statements of Intent:
www.elvingtonprimary.org.uk/school-information/curriculum-information/curriculum-statements-of-intent.