



Teaching at Pirton Hill Primary School

At Pirton Hill Primary School we are developing a strong and consistent approach to Teaching and Learning. When considering a new job, it is useful to know whether your philosophy and approach to teaching aligns with that of the school. Therefore, we have provided a summary of our approach to Teaching and Learning, so that you can see whether Pirton Hill is the right school for you.

Teaching and Learning:

We are developing a consistent approach to teaching and learning that is underpinned by the following principles:

- Planning is adapted and pitched to meet the needs of all learners in our class.
- Learning is explicitly linked to prior knowledge, future learning and across the curriculum.
- The learning objective and success criteria are explicit, and understood by all children.
- Children should be interested and engaged in the learning.
- Children know how well they are doing during a lesson and their next learning steps.

Our marking policy is based on using pink and green highlighting on what they have done well and what they can do to improve their work even further. In English and Maths we also provide a prompt for the children and give them a chance to respond to this feedback, where appropriate.

The Teaching of English:

Reading

All children in Early Years and Key Stage 1 have a daily phonics lesson based on Letters and Sounds.

The school has a detailed Reading Spine which outlines the key texts that children should be exposed to in every year group. This includes:

- The age-appropriate texts to be used in the daily guided reading sessions. These are based around a carousel of activities – all of which focus on different National Curriculum objectives.
- The class readers – which are timetabled in for the last ten minutes of every school day.
- A range of age-appropriate picture books, which can be shared with the children in a variety of ways.

Encouraging children to read at home is important and the school uses the Oxford Reading Tree resources to support early reading development. In Years 4-6 personal reading development is supported by the use of Accelerated Reader. The children complete an online, half termly STAR reader test which gives them a book level range to choose from. Children then choose a real book (that sits within their range), read it and complete an online comprehension quiz on it – earning points towards their termly target. These give class teachers valuable information on an individual's abilities.

A new school library will be opening during the Spring Term 2018 – although this will remain an aspect of the school that will be developed over the next two years.

Writing

From January 2018 we will be teaching English through the Talk for Writing approach. Our three week teaching units are split into 3 phases – Immersion, Innovation and Independent Application.

- Immersion - The children (*and adults!*) learn a key text off by heart, and explore the language and grammar used in it to create effect.
- Innovate – The children develop their own version (*based on the same structure*) and sometimes “magpieing” (*or borrowing from the key text*) key words / phrases / sentence structures.
- Independent Application – The children write their own text independently applying all of the skills that they have previously learnt.

This clear structure provides consistency across the school but allows for teachers to be very creative within it – for example we will be expecting teachers to build in opportunities during the ‘immersion phase’ for role play, drama or learning outside the classroom.

Handwriting is taught following the Pirton Hill Primary School Handwriting Policy (*a cursive style*) and all classrooms are equipped with resources to encourage correct letter formation in all lessons (*tramlined books, flipcharts and Interactive Whiteboard backgrounds*)

The Teaching of Maths:

At Pirton Hill Primary School, all children receive a daily maths lesson based on the objectives set out in the National Curriculum for maths. To support the structure and pitch of the learning, the school currently uses the Busy Ants Maths scheme to underpin the curriculum, although staff are encouraged to develop this based on the needs / interests of their individual classes.

Our curriculum ensures that every child is provided with planned opportunities to learn new skills, consolidate, apply to a variety of problem solving contexts whilst deepening their understanding. Our aim is to develop children’s depth of understanding and therefore do not accelerate children through, and beyond, the age-related expectations.

To support basic arithmetic development, the children also work towards achieving Maths Stars. These are badges that they can achieve by working through progressive levels of mental arithmetic challenges.

The Teaching of the Foundation Curriculum:

Our foundation subjects curriculum is based on a thematic approach to learning, that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations.

Educational visits / visitors play an important role in developing the foundation subjects curriculum and we are keen to broaden pupils opportunities / experiences.

There is also an expectation that each ‘topic’ will involve a “wow” – an opportunity for parents to come into school to see what the children have been learning about.

Our Behaviour Policy:

Our approach to behaviour is based on encouraging and rewarding behaviour which meets our high expectations.

The primary way for recognising good behaviour, attitude and academic work is by awarding house points. House points can be awarded by all members of school staff and visitors to the school. There is an expectation that house point reward charts should be displayed in class and added to during the school week. At the end of the week the chart will be collected and the winning class and house are announced in assembly. Each week, the children with the highest number of house points in each class also receive a certificate in assembly.

The school has a clear five 5 point strategy for low level behaviour difficulties in school.

1. Verbal warning and reminder of consequence
2. Verbal reminder and name recorded discreetly - miss 5 minutes of playtime/lunchtime
3. Reminder and dot place next to child’s name, child moved to another table or space within the classroom – miss 10 minutes of playtime/lunchtime
4. Second dot placed next to name – moved to another class for 10 minutes (will still also need to miss 10 minutes of playtime/lunchtime)
5. If undesirable behaviour still continues member of SLT to be called to remove child and discuss issue and taken for an internal exclusion for the remainder of the morning or afternoon.

Behaviour and safeguarding is supported by our Pastoral Support Team – which includes family workers and behaviour support assistants.