

Teaching and Learning



At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Teaching at Knights Enham Schools is a process that is supported by the school vision and aims to meet the needs of all our pupils through enjoyment, experiences and the School Values (Knights' Way).

Teaching at Knights Enham is driven by five key mile stones to success.

NURTURE

COLLABORATION

INDEPENDENCE

RESILIENCE

RESPECT

Milestone 1 Learning Environment

1. Positive learning environment
 2. Positive learning behaviours
 3. Positive relationships
 4. Consistency & high standards
- Teaching standard 1 & 7

Milestone 2 Planning & Preparation

1. Clear curriculum aims
 2. Planning for progress
 3. Accurate task designs
 4. Rigorous organisation
- Teaching standard 2

Milestone 3 Teaching & Learning

1. Quality first teaching
 2. Adaptations
 3. Cognitive load
 4. Role of adults
- Teaching standard 3, 4 & 5

Milestone 4 Assessing & Responding

- Formative assessment
- Summative assessment
- Teaching standard 6

Milestone 5 Professional Development

1. Monitoring
 2. Feedback
 3. Coaching
 4. Reflective practitioner
- Teaching standard 5

Milestone 1 – Learning Environment (Nurture)

At Knights Enham Schools, staff develop a positive learning environment which is safe.

1. Positive Learning Environment

Displays across the school are an integral part to support teaching and learning at Knights Enham Junior School.

- All classrooms have a maths and English working walls (whiteboards) which should be used by all adults to model expectations and show progression within a unit.
- All classrooms have a Knights' Way (school values) display to promote positive behaviour.
- All classrooms have a spelling display to model key rules and spelling words of the week.
- All classrooms have a book corner, which is used to promote reading for pleasure and support curriculum knowledge.
- All displays promote the school vision.

(Refer to the school display policy which outlines expectations)

2. Positive Learning Behaviours

At Knights Enham Junior School, we have five simple learning behaviour rules (The Knights' Ways) that encapsulate our vision and promote our values, which all members of the school community are expected to adhere to:

- Be Respectful
- Be Resilient
- Be Collaborative
- Be Nurturing
- Be Independent

(Refer to the school positive behaviour policy which outlines expectations)

3. Positive relationships

Knights Enham is passionate about developing positive respectful relationships amongst the children. The school curriculum has been designed to give the children the opportunities to support and develop their understanding of what makes a good individual.

- The school uses SCARF, a comprehensive scheme of work for PSHE and Wellbeing education – incorporating RSE. At a school we feel that it is relevant and sensitive to the needs of our children. *(Refer to the school RSE policy which outlines expectations)*
- Respect, Nurture and Collaboration (School Values) enables adults to support the children in recognising these essential life skills.
- The schools' additional provisions – TALA and ELSA to support children's emotional wellbeing and SEMH; Discovery Based Learning and Forest Schools are used rigorously to promote strong trusted relationships amongst peers and adults.
- Trusted adults, Nurture Lunch Club, Calm Club, Young Carer Lunch Club, Forces Children Lunch Club and School Therapy Dog, Schools ducks and chickens have all been introduced to support the children's wellbeing and interaction with adults.
- Pupil voice, through School Council, Eco Warriors, Libraries, House Captains, Sport Leaders, JRSO's, Duck monitors allows the children to take ownership on key responsibilities across the school and build trust.
- Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. This is outlined in the schools Long Term and Medium Term Planning.

4. Consistency and high standards

Consistency in all areas of teaching and learning is key. Regular monitoring allows all staff to take responsibility in raising standards. *(Refer to the school Strategic Implementation, CDP and Monitoring Overview which outlines expectations)*

Milestone 2 – Planning and Preparation (Collaboration)

At Knights Enham Schools, staff work collaboratively within a team when planning and preparing.

1. Clear Curriculum Aims

- Our inclusive curriculum aims to be ambitious and challenging for all children in school, created with a carefully sequenced and progressive programme of knowledge and skills across all subjects. *(Refer to the school Curriculum Statement which outlines Intent, Implementation and Impact).*
- All year groups must follow the Long-Term Planning and the Medium-Term Planning, allowing for consistency and clear progression. *(Refer school Long Term and Medium Planning which outlines aims and expectations).*

2. Planning for progress

- English writing journeys and reading workshop formats have all been designed carefully around the curriculum topics and text drivers which are all accessible on the school network. The English journeys identify key learning intentions and vocabulary. *(Refer to the English, Phonics and Early Reading Guidance Booklet which outlines expectations).*
- Maths journeys (units) identify key learning intentions, vocabulary, resources and concrete, pictorial and abstract approaches. All units are accessible on the school website. *(Refer to Maths Guidance booklet which outlines expectations).*
- Bespoke planning and schemes have been carefully designed or chosen by subject leaders which are accessible on the school network.
- All curriculum subjects have their own exercise books in order to assess progress and standards across each year groups. These books move up with the child each year to show their learning journeys for each subject. Non-core subjects have a front cover to each unit, outline learning intention, vocabulary and self-assessment.

3. Accurate task designs

- Weekly planning in PPA is an integral part of assessing current progress of a class and year group. Time in PPA is used effectively for teachers to reflect on previous learning and to design appropriate tasks that meet the needs of all their children.
- All weekly planning is saved and can be accessed on the school network and is used as a baseline to plan the following weeks progression of skills.
- All planning can be accessed by adults in the class purple assessment folder.

4. Rigorous organisation

- Each year group has PPA together and phase leaders take a role in directing the outcome from each session. A collaborative approach to planning is promoted.
- PPA is used to develop the weekly maths and English planning for the following week. It is the expectation that all planning is on the network by the beginning of the week and can be accessed from the Year Group folders on the network.
- Each year group has a weekly timetable to ensure all aspects of the curriculum are covered each week. *(Refer to year group timetable on the school network which outlines expectations).*
- Teachers & LSAs organise a lesson either the night before or in the morning to support learning and the pace of lessons.
- Books are marked in the lesson or at the end of that day and used to group children for the next lesson accordingly.
- All adults in class are responsible to make sure there are consistent routines in place to allow the children to have a clear understanding of expectations in each lesson.

Mile Stone 3 – Teaching and Learning (Independence)

At Knights Enham Schools, staff take ownership of their teaching to meet the needs of all pupils.

1. Quality first teaching

- All teachers will embed the eight teacher standards within their teaching.
- All teachers will enhance their understanding of the school's non-negotiables set by all stakeholders. ***(Refer school coaching program which outlines the 8-teaching standards and school non-negotiables).***
- All books will be consistent and demonstrate high standards in presentation, marking and progress.

2. Adaptations

- We promote teachers to adopt a flexible approach by teaching whole inputs or split inputs depending on the progress of the class, groups and individuals.
- Teachers use the 'I do, We do, You do' approach when modelling expectations.
I do – share precise learning intention and model clear expectations/ outcomes
We do – developing collaboration (school value) by using different questioning techniques to assess understanding across the class. During this process, 'Steps to Success' is created by the class to support independent learning and used as an assessment tool within the lesson. '**Steps to Success**' outlines the success criteria, linked to a school value and shares a WAGOLL (what a good one looks like).
You do – developing independence and resilience (school values) by allowing the children to show their understanding. Assessment for learning is used to identify any misconceptions or whether any adaptation is needed e.g. individual moving on a different task or teacher/ LSA to take a group for consolidation or challenge.
- Individual Learning Plans (ILPs) should be easily accessible in the ILP blue folders. The children's SMART targets are on book marks which they can review throughout all lessons. All adults in class are aware of the children's SMART targets and the adaptations needed in class.
- The class provision map should be easily accessible from the Class Assessment Folder, which outlines the children that need interventions within the class through quality first teaching.
- Staff liaise with SENCO to discuss further adaptations and support through engagement with outside agencies such as PBS, SALT, OT etc.

3. Cognitive load

- The teachers use 'I do, We do, You do' consistently across maths and English to support the amount of information which is shared in a given time.
- Each class has a visual timetable at the front.
- Now and Next approach is used for children that need support in order to navigate through a lesson.
- Movement breaks are developed into lessons when needed for the class or individuals.

(Refer to the school SEN policy which outlines expectations for alternative provisions within class).

4. Role of adults

- All adults are seen as a trusted adult within the class to develop positive, respectful relationships with the children.
- Teachers will deploy the LSA's effectively working with different individuals and groups throughout all lessons.
- It is the responsibility of all adults to use effective feedback for marking to assess pupils understanding through consolidation or challenge questions through Next Steps. ***(Refer to the feedback for marking policy which outlines expectations).***
- The LSA will have easy access to the weekly planning, ILPs and provision maps.
- It is the responsibility of all adults to maintain working walls with current learning through high quality modelling.

Mile Stones 4 – Assessment and Responding (Resilience)

At Knights Enham Schools, staff work rigorously to assess pupils to identify next steps.

Formative assessment: this is used by teachers to evaluate pupil's knowledge and understanding on a day-to-day basis and to adjust teaching accordingly.

- Teachers use the 'I do, We do, You do' approach to assess pupils understanding.
- Teachers use effective questioning to assess pupils understanding.
- Teachers use effective feedback (live marking) within lessons to assess progress, correct misconceptions, consolidate understanding and challenge when appropriate.
- Teachers use 'Steps to Success' to support effective feedback for marking and is used within pit stops to assess progress being made.

(Refer to the feedback for marking policy which outlines expectations).

- Weekly planning outlines appropriate Learning Intentions.
- All adults to have open dialogue before, during and after each lesson on pupils' individual progress.
- Teachers will mark books at the end of each day and group them accordingly and adapt the following lesson to support progress of all children.

Summative assessment: this enables the school to evaluate how much the pupil has learnt at the end of the unit or teaching period; it informs teaching and realigns provision.

- The school follows the Hampshire Assessment Phase Model which is linked to the school assessment platform (INSIGHTs).
- Teachers have a class iPad to enable direct access to INSIGHT, to assess outcomes of lessons daily, weekly and half termly.
- Termly data drops are done by all teachers assessing all targets (learning intentions) taught. This is all core and foundation subjects.
- Pupil Progress meetings happen at the start of every term to discuss progress of all children and interventions needed to narrow the gaps.
- NFER tests are used for reading, spelling and maths at the end of the Autumn, Spring and Summer term to inform teacher assessment.

(Refer to the school assessment for learning policy which outlines expectations).

Mile Stone 5 – Professional Development (Respect)

At Knights Enham Schools, we promote a culture of support and respect.

- The school improvement plan is developed by evaluating areas of improvement within the school. It is also supported by the strengths of each individual and what they offer to enable the school to meet its targets.
- Performance Management sets out three targets, the first target is linked to the school improvement plan, the second target is linked to subject leadership responsibility and the final target is a personal target linked to one of the eight teaching standards. Training and coaching are identified during this process.
- Subject Leaderships target is linked to the school improvement and each subject action plan with outline expectations.
- The personal target is linked to each individual coaching programme, allowing staff time to observe others, reflect upon their own practice and give feedback when appropriate.
- The Performance Management targets and coaching programme is reviewed throughout the school year, which is outlined in the School Strategic Implementation, CDP and Monitoring Overview.

(Refer to the school performance management proforma and coaching program which outlines expectations).