

A decorative graphic on the right side of the page features three blue circles of varying sizes. The largest circle is at the top, a medium-sized one is in the middle, and the largest circle is at the bottom right. Thin blue lines connect the top-left corners of the circles, creating a diagonal path across the page.

# **Quality First Teaching and Learning Policy**

Rudyard Kipling Primary School and Nursery

**September 2024**



# Rudyard Kipling Primary School and Nursery

## Quality First Teaching and Learning Policy

'Where Learning is an Adventure'

### Our Vision

To build a community where:

- All children are equipped with the skills and attitudes to embrace the changes, challenges, successes and experiences that the future might bring as global citizens taking into account their different starting points
- There is a supportive, collaborative and innovative team where all adults and children in school are valued
- Parents/carers and our local community feel welcome, involved, positive and proud of their children's and school's achievements

### Aims and values

We believe:

- That lifelong learners need to have meaningful, challenging and creative learning opportunities with high expectations of achievement and challenge so that all learning is an adventure.
- That learning is most effective in an inviting, stimulating, safe and vibrant learning environment, encompassing the whole school, both indoors and out, where learners have opportunities to observe, explore, investigate, discuss, reflect and play.
- That learners will become secure, happy, fulfilled and confident through: being valued; developing positive relationships with others and having their social, emotional, spiritual and physical needs met.
- That it is important to model, scaffold and teach the skills and behaviour for learning to encourage independence and avoid over-reliance on adult support.
- That all members of our school community have a responsibility to: respect, help and encourage each other to be ready and prepared to learn; try our best at all times; ensure that our learning environment is safe; be listened to and to listen to others.
- With targeted support, in an environment where learners are able to make mistakes and learn from them, all will achieve their potential.
- We acknowledge that we are all individuals, with different skills, talents, needs and experiences and actively seek opportunities to celebrate this.
- We recognise and value the partnership between home, school and the wider school community and will be proactive in forging links and encouraging mutual participation.



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### Quality First Teaching

All children have an entitlement to high quality teaching that is carefully planned and takes account of prior learning. Research shows that Quality First Teaching strategies promote achievement by creating a safe, happy environment for learning, promoting independent learning and having high expectations for all. Teachers share clear expectations, engage and motivate children, empower them to take responsibility for their own learning and progress and develop their resilience through supported risk taking and targeted in-class interventions. **(see Appendix 1)**

### Learning Environment: (see Appendix 2)

- Children work in a stimulating, supportive, calm classroom environment, in which they feel safe, secure and valued
- Effective, positive behaviour management strategies are shared and used consistently
- Classroom and behaviour expectations are displayed with visual prompts
- Visual timetables are on display
- Environment reflects the cultural and linguistic background of learners
- Children's work is celebrated
- Classroom displays, resources and working walls are used effectively and interactively
- Children are encouraged to be independent and develop good learning behaviours—making choices, investigating
- Effective use of ICT to model, demonstrate, reinforce and prompt

### Planning:

- A range of assessment and feedback approaches, including peer and self-assessment to inform planning
- Activities are scaffolded and engaging, with challenge for all
- Deep questioning is identified and planned for
- Teachers have a clear understanding of children's different starting points
- Learning objectives are clear with success criteria, which is generated by and shared with the children where appropriate
- Subject specific vocabulary identified in planning
- Opportunities planned for metacognition and oracy in all lessons
- Opportunities planned for collaborative working and talk for learning

### Learning:

- Teaching is engaging and lively with good pace
- Effective use of additional adult support
- Questioning supports deeper understanding, by challenging children and developing thinking and reflection for all learners
- Children have opportunities to learn through their individual learning styles.
- Children are encouraged to be independent learners; given the opportunity to make choices; set themselves challenges; know where to get support and resources from and take responsibility for their learning.



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- There are clear and high expectations of achievement and behaviour of all children.
- New learning is built on prior learning and is planned in small achievable steps; children lead and inspire this process.
- New or difficult vocabulary and language structures are explained, written, displayed and revisited with pre and post teaching
- Talk partners are used and time and support is given before responses are required, e.g. personal thinking time, talk partner, use of lolly sticks (hands up approach discouraged)
- Variation of groups in which learners are taught, so children are able to draw on each other's strengths and skills

### Feedback:

Research shows that feedback should be about complex or challenging tasks or goals, as this is likely to emphasise the importance of effort and perseverance, as well as be more valued by the children.

- Children have clear and on-going feedback from adults and peers and know their next steps.
- There is good assessment for learning through planned opportunities for formative assessment including self-assessment and peer assessment.
- Effective feedback is specific, accurate and clear e.g. "It was good because you..."; compare what a learner is doing right now with what they have done wrong before e.g. "I can see you were focused on improving X as it is much better than last time's Y..."; encourage and support further effort; provide specific guidance on how to improve.
- Feedback and next steps can be both verbal and written. Children should be given time to respond and make corrections following feedback

### Home School Links

At RKPS, we believe children learn best when parents/carers and the school communicate and work together, to support children's learning through:

- Curriculum meetings, topic chats, parent and carer evenings, informal discussions, school events, information leaflets and parent questionnaires
- Sharing successes e.g. at achievement assemblies and parent/carers consultations, deep curriculum, fabulous finishes etc, EYFS learning journeys using Evidence Me software
- Communicating and understanding children's targets
- Active involvement in the classroom and during school activities and events
- Ensuring the children are ready to learn
- Respecting and celebrating differing beliefs, cultures, values and individual needs
- Final end of school report

### Cultural Capital

High value is placed on providing all children with a rich variety of experiences. These include:

- A wide variety of free after school and lunch time clubs
- All classes access trips and visitors each term
- A range of musical opportunities including Rock Steady and Soundmakers
- Sports coaches



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- Community events E.g. The Brighton Children’s Parade
- School events such as Sport Days, productions and performances

We celebrate all cultural capital events through assemblies and the school newsletter.

### **Inclusion**

Inclusion and nurture is at the heart of Rudyard Kipling. We ensure all children feel connected, supported and valued to achieve their best. We actively support the additional needs of all our children at Rudyard Kipling Primary School through:

- Setting appropriate learning challenges for all children within our classrooms
- Utilizing human or physical resources available to fully support the children’s ability to meet those challenges
- Regularly reviewing and monitoring the needs of each individual, through our Pupil Progress Meetings and All About Me Reviews
- Early identification and intervention
- Structured phonics teaching is implemented and embedded across the school and is supported by other rich literacy experiences
- Providing quality support from within the school resources (to include outside agencies) to meet the additional needs of all groups of children including: EAL, SEND, SEMH, PP, BME and LGBTQ+

### **Governors**

At Rudyard Kipling, the Governors work in partnership with the Head and staff to:

- Ensure the curriculum is broad and balanced
- Ensure that the National Curriculum is implemented
- Review, agree and amend as appropriate curriculum policies
- Monitor and evaluate the implementation of the school’s curriculum policies through an effective school visits programme and regular reports from staff to the Full Governing Body.
- Regular meetings with subject leads and named Governors
- Attend all monitoring opportunities



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## Appendix 1 Research Of Effective Quality First Teaching Strategies



### Collaborative learning

Moderate impact for very low cost, based on extensive evidence.



+5

### Feedback

High impact for very low cost, based on moderate evidence.



+8

### Individualised instruction

Moderate impact for very low cost, based on moderate evidence.



+3

### Mastery learning

Moderate impact for very low cost, based on moderate evidence.



+5

### Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

### Peer tutoring

Moderate impact for very low cost, based on extensive evidence.



+5

### Phonics

Moderate impact for very low cost, based on very extensive evidence.



+4

### Reading comprehension strategies

High impact for very low cost, based on extensive evidence.



+6

### Early years interventions

Moderate impact for very high cost, based on extensive evidence.



+5



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## Learning Environment Checklist Appendix 2

Environment is inviting, exciting and stimulating and reflects the current focus of learning/topic throughout the room, with key questions, prompts for learning and vocabulary.	
Children have contributed to creating their learning environment and displays show the value placed on children's work (e.g. work well mounted, named and neatly presented); every child has a piece of work displayed	
Classroom clearly divided into areas (e.g. maths area, reading corner, art area) and resources are clearly labelled.	
Power of Reading learning journey display: examples of work at different stages of teaching sequence.	
Behaviour board is in a prominent position with the Empowerment Approach resources displayed, Stop, Think, Go, 'Just Right tower'.	
Talk partners are displayed – all children's names/photos identified and clearly visible	
Working washing lines evident for English and maths that are visible to children so they can be used to support teaching.	
Reading area with: comfy area for reading; books organised into genre appropriate for year group; high quality books suitable for range of readers; 'banded' books stored, labelled and arranged tidily	
Blast off Into Reading display in prominent position	
No Blu Tac is stuck to painted walls or windows	
Visual timetable displayed using Communicate In Print	
Names for children's cloakroom pegs must be laminated and tied to pegs – not stuck to the wood surround	
There is a role play area that is appropriate to the children's current learning and shows progression from Nursery through Reception and into KS1. Maths and writing opportunities are evident within the role play.	
Name of class on door. Language sign with 'In Pankhurst we speak ....'	