



# Teaching and Learning Policy

## Aim

Our aim is to provide a learning environment in which every child has the chance to shine. The teaching and learning at TradeWinds Academy is engaging, enjoyable and tailored to meet the needs of every child. TradeWinds Academy aims to prepare children for whichever path they may choose in the future by delivering a comprehensive knowledge and skills-rich curriculum that is relevant to all members of our international school community, facilitated by passionate, enthusiastic teaching role models.

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## How reading is taught

### Early Reading

Reading instruction begins in Reception. Children are introduced to grapheme-phoneme correspondence (GPC) through the multisensory approach of JollyPhonics. Reading books are assigned by the Reception class teacher in accordance with children's reading ability. In early readers, this includes non-word books.

Children continue to be assigned books throughout year 1 and 2 until such time that they are considered to be 'free-readers'. For those children entering Year 3 who have yet to complete the levelled books, they continue to be assigned books by their class teacher from a specific section of the school library.

### Teaching

By the time they finish Reception, all children in school receive weekly guided reading sessions. The content of these sessions is delivered in line with the national curriculum and focusses on retrieval, inference, language, structure and presentation, and quality discussion.

Quality vocabulary is woven through our model texts for writing and these form a large part of the texts used in guided reading episodes. Where appropriate, single word reading strategies are taught to children, both in guided reading episodes and in phonics/spelling sessions.

### **Book Changing and Library Time**

Children's books are changed frequently (minimum once weekly) and this is recorded and monitored in reading records. Parents are asked to record when they have listened to their child reading and when a book has been finished and needs to be changed.

Each class has designated library time each week and children are given the opportunity to choose a book to take home. It is made clear to parents at the beginning of the year that these books may be too challenging for the children to read independently, and parents are encouraged to read these **to** their children.

The library is well-stocked thanks to high levels of engagement and fundraising from the PTA. It is a calm, quiet space and is maintained by a designated librarian, Ms Eva Shisia. Children are taught the correct process for withdrawing and returning books to the library and all staff model the importance of treating books carefully.

### **Reading Culture**

Teachers at TradeWinds model good reading habits. All classes hear a teacher reading a story several times a week. This helps to enrich vocabulary, something which we have identified as being particularly important given the high percentage of EAL children.

All children take part in a school-wide read-a-thon each year. Individual reading targets are set, prizes are awarded and children work collectively towards a whole-school target. During the read-a-thon, different challenges and games are offered to increase reading engagement and enjoyment. The event is sponsored and the money received goes towards purchasing new books for the library. The amount of minutes for which children were reading increased significantly during the last read-a-thon and our reading results reflected this improvement.

### **Intervention and Support**

We have identified a number of children for whom reading is a challenge. In order to tackle this, we have introduced a number of interventions and strategies.

GPC practice – children revisit the phonics/spelling pattern in a 1:1 setting.

Talisman – a targeted phonics-based reading programme which aims to develop fluency and comprehension. This is conducted 1:1 or in small groups.

Whole word recognition – flashcards of high frequency words and common exception words are used to develop confidence.

Parent volunteers – where it is clear (from reading records) that children are not reading aloud at home, we use parent volunteers. This ensures that all children in school read aloud regularly. Parent volunteers receive training in supporting reading and they provide feedback to staff through objective comments in the reading record.

# How writing is taught

## Early Writing

Early writing occurs in conjunction with teaching of phonics. Children in Playgroup and Kindergarten are introduced to mark-making and a range of writing materials are freely available. Letter formation is taught explicitly from Reception and children are introduced to precursive writing in Year 1 before cursive is introduced in Year 2.

## Handwriting

Handwriting is modelled in Reception, Year 1 and Year 2, by which point children are expected to use a fully cursive style. This continues to be an expectation throughout KS2. Children at TradeWinds write in pencil, however, pens may be introduced when publishing writing.

## Talk for Writing

Talk for writing strategies are introduced from Reception. The initial focus is placed on oral story-telling until such times that the class teacher feels children are able to record their ideas.

Talk for writing is a particularly useful strategy to use in schools with a high percentage of EAL or bilingual children, whose vocabulary may not be as expansive as that of their peers. A quality model text is carefully written before being introduced to children. They are given the opportunity to immerse themselves in the text through text-marking, highlighting, role-play, hot-seating etc.

Grammar elements (taken from the national curriculum) are introduced in discrete sessions and, in the following lesson, children apply the grammar feature to a short-burst write in the context of the model text. Vocabulary displays and word mats are used and children are encouraged to refer to these regularly.

The story is mapped out visually and children practise orally rehearsing the story with actions. Where possible, this performance is shared with other classes and members of the school community.

During the innovation phase, children are encouraged to change some elements of the model text. Using the structure of the model text reduced cognitive load and allows children to focus on the language and grammatical features.

## Volume of writing

Classes complete 2 pieces of writing per half-term; one fiction and one non-fiction. By the end of a year, each child will have written 12 extended pieces of writing and as many as 36 short burst writes. Consistent delivery and volume of writing ensures that all children at TradeWinds Academy have exposure to a wide range of text types and themes by the time they move to secondary school.

Children have English lessons for a duration of >1 hour per day. This includes time devoted to spelling or phonics instruction.

### **Spelling**

Spelling lessons take place daily in Year 2, once the graphemes and phonemes from year 1 have been revisited. Spelling lessons last for a minimum of 15 minutes and objectives are taken from the national curriculum.

Spelling lessons occur 3x weekly in KS2 for a duration of 20 minutes. Spelling patterns are taught and revisited in spelling tests the following Monday. Children receive spelling revision weekly. This is referred to as 'Quizzy Mondays' and is one example of the retrieval practice that we attempt to weave into the whole curriculum.

### **Cross Curricular**

We believe it is important for children to apply their learning in different contexts. We also recognise the importance of interleaving and attempt to link the IPC to reading, writing and maths. Where possible, we select model texts that link to our IPC topic. For example, a class learning about the environment in IPC could explore a fiction unit based on the book Tidy by Emily Gravett. We have found that creating links across the curriculum helps to consolidate learning and increases engagement.

### **Feedback**

Written feedback is given in line with our feedback policy, however, feedback happens in all classrooms all of the time. Oral feedback occurs in the moment and children often share their learning and receive feedback from their peers.

### **Editing**

Extended pieces of writing contribute to our ongoing teacher assessment. Before these are marked, whole-class feedback is given and children are given the opportunity to edit their writing.

### **Raising the profile**

After each piece of extended writing, parents are invited in to school to share their children's learning. Children read their pieces of writing to their parents in the comfort of the classroom environment. Pieces of writing that show significant progress or particular adherence to the learning objectives may feature on social media as 'Wow Writing!'.

# How maths is taught

## Early Maths

Maths at TradeWinds begins in Playgroup as children begin to explore numbers. Counting songs and games are frequently used and children are also exposed to the numerals 1-10. In Kindergarten children begin forming numerals independently and more focus is given to correspondence. Children count from 1-20 and begin to order numbers. Maths remains practical and relevant to children. Concepts such as 'big and small' are introduced and children are frequently exposed to the language of maths.

In reception, the Early Learning Goals (ELGs) are delivered in more discrete maths sessions. Practical maths is still at the forefront; however, children begin to explore the more abstract concepts of number sentences.

## Progression

From Year 1, class teachers are responsible for gauging children's understanding in order to facilitate appropriate teaching that leads to progress for all children. For the first 2 weeks of the academic year, concepts from the previous year are revisited. Normally these would include prerequisites for the objectives for number and place value. We ensure national curriculum coverage and the objectives are an appendix of the school-wide planning document.

## Schemes of Learning

We have chosen to follow White Rose Maths schemes of learning. The nature of this scheme is similar to that of the IPC which provides a consistent approach to teaching and learning. Strands are taught discretely e.g. 3 weeks of place value. This allows us to monitor progression on a half-termly basis. The White Rose Scheme covers the maths curriculum thoroughly, provides opportunity for mastery and caters for mix-year classes which is relevant for our setting.

## Lesson Structure

Maths lessons across the school normally follow a similar structure, however this is subject to change in line with children's needs. Teachers may need to spend longer explaining or addressing challenging areas on some occasions. There may also be the need to explore some elements practically.

- Recap of previous learning
- Low stakes quizzing
- Addressing misconceptions
- Introduction of new learning
- Independent activities (scaffolded)
- Progression within activities
- Evaluation/AfL opportunity
- Maths in context problem

## Written Outcomes

There is no expectation for there to be written outcomes daily in maths books. Progress in books should be evident over time but TradeWinds Academy's leadership team recognises that additional practical practice or whiteboard work may better support children's learning.

## Times tables

It is the expectation that children from Year 4 will know their times tables and associated division facts. These are introduced in school, however, TradeWinds expects parents to support their children in learning their times tables as part of home learning tasks. We test children on their times table targets but will not be taking part in the times table assessment pilot.

## Feedback

At the end of each lesson, class teachers bring the class together to address any misconceptions that may have arisen. Class teachers check progress and understanding during learning activities and intervene where necessary. Flexible grouping is used and teachers target groups of children with similar challenges. Maths books are marked and returned to children with next steps for the children to complete. These are designed to either a) allow for additional practice or b) extend the learning by allowing children to apply it in a different context.

It is the expectation that children will complete next steps or corrections at specific times in the week. This may form part of 'Quizzy Monday'.

## Quizzy Monday

On Mondays, each class from Year 1 will take part in Quizzy Mondays. This is retrieval practice of the learning that has happened previously. Teachers will use a range of strategies, including but not limited to:

- Low stakes quizzing/problem solving
  - Cold calling
  - Whiteboards
  - Mini-tests
  - Multiple choice
  - Fill in the blanks
- Interleaving
- Brain Dump (also referred to as knowledge harvest)
- Knowledge organisers and class displays may also be used

Teachers use QM as formative assessment and with address any misconception or revisit any strand of maths that proves to be challenging.

## Formative assessment and feedback

Formative assessment occurs daily and in every lesson. Teachers have a range of strategies that are used to monitor the progress of children. These include:

- Learning evident in books
- Observation notes on planning
- Quizzing Mondays
- Spelling tests
- Exit tickets
- Pupil conferencing
- Next steps marking

A comprehensive marking policy is in place at TradeWinds Academy and this is monitored through half-termly book scrutiny by the leadership team. Most feedback from teachers will be given orally, either in the moment or retrospectively. There is no expectation that this will be written down. The teachers at TradeWinds Academy are trusted to identify the children's needs and intervene promptly to promote progress and learning.

Every child at TradeWinds Academy has an individual progress file. This contains summative assessment and ongoing teacher assessment (formative). Every half-term, teachers will update the profile with reference to the learning objectives from the academic year. Objectives that have been satisfied are reported to parents every half-term in the form of a written report.

## Summative assessment and reporting

TradeWinds Academy uses the following methods of summative assessment.

- Rising Stars assessments (3 times a year)
- Phonics screening check (Year 1 and 2)
- Early Learning Goals profile (PG-R)

Summative assessment data is kept in children's progress files. This information is shared with the following year's teacher, the leadership team, the school director and parents.

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Updated by: G. Scullion