



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 (see www.pirtonhill.com/reading-at-pirton-hill/)

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 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 3-6 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 and to save a bug (visit <http://www.pirtonhill.com/reading-bug-video/> to see what this is all about). These give class teachers valuable information on an individual's abilities.

A brand new school library opened during 2018.

Writing (see www.pirtonhill.com/writing-at-pirton-hill/)

We teach 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 (*see www.pirtonhill.com/maths-at-pirton-hill/*)

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 White Rose scheme.

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 have access to Numbots (Reception – Year 2) and TT Rockstars (Key Stage 2).

The Teaching of the Non-Core Curriculum (*see www.pirtonhill.com/curriculum-overview/*)

Our non-core 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. Further information about how it is structured and the progression in skills, knowledge and language are all available on the school website. This new and innovative curriculum is due for full launch in September 2021.

Educational visits / visitors play an important role in developing the non-core curriculum and we are keen to broaden pupil’s opportunities / experiences. There is also an expectation that each ‘topic’ will involve a “wow” – an opportunity for children to celebrate their learning with parents / carers.

Our Behaviour Policy (*see www.pirtonhill.com/policies/*)

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

The primary way for recognising good behaviour is by awarding house points, which can be awarded by all members of school staff. Each week, the winning class and house are announced in assembly, and the children with the highest number of house points in each class also receive a certificate.

The school has a clear structure (ladder) for rewarding / sanctioning behaviour choices. This is set out in the school behaviour policy and all staff are expected to follow it consistently. Behaviour is recorded on CPOMs, in line with the behaviour policy ladder.

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

We believe that it is important that children understand what effective learning behaviour looks like so we have developed the “Pirton Hill Characteristics of Effective Learning”. These are the ways in which a child engages with other people and the environment - their engagement (playing and exploring), their motivation (active learning) and their thinking (creating and thinking critically) - underpin all learning and support a child to remain an effective and motivated learner through life.

These principles are statutory in the Early Years Curriculum but are not required to be directly taught, developed or assessed at Key Stage 1 and 2. However, as a school we believe these are vital behaviours and attributes that we want to instil in our pupils; developing lifelong learners and achievers.