



## Teaching at Pirton Hill Primary School

At Pirton Hill Primary School we have 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

(see [https://www.pirtonhill.com/curriculum-overview-for-the T&L Policy](https://www.pirtonhill.com/curriculum-overview-for-the-T&L-Policy))

We have a consistent and evidence-based approach to teaching and learning which is closely aligned to the 'Great Teaching Toolkit'.

This means that teaching staff are expected to:

- Structure Learning- so that it is progressive, precisely targeted and scaffolded so that all achieve
- Explain new content clearly and concisely- helping children to make links to what they already know
- Use questioning to further pupils' learning and increase their own understanding of what children can do (and where gaps persist), so that teaching can be adapted
- Use a range of strategies to provide feedback that irons out misconceptions and fills learning gaps
- Focus on long-term retention by embedding learning (including retrieval practice and overlearning)
- Explicitly teach strategies to help children plan, monitor and evaluate their own learning.

### The Teaching of English

Reading (see [www.pirtonhill.com/reading-at-pirton-hill/](http://www.pirtonhill.com/reading-at-pirton-hill/))

All children in Early Years and Key Stage 1 have a daily phonics lesson following the Essential Letters and Sounds programme.

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 fully decodable books, linked to the phonics programme, to support early reading development. In Years 3-6 personal reading development is supported by the use of Accelerated Reader. Children then choose a real book (that sits within their reading range – which is determined by a termly STAR Reader test), 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).

Writing (see [www.pirtonhill.com/writing-at-pirton-hill/](http://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 (*Letter-join*) 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/](http://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 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, Year 1 and Year 2 undertaking Mastering Number and 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/](http://www.pirtonhill.com/curriculum-overview/))

Our non-core curriculum is based on a thematic approach to learning, that is mapped to the 2014 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 was launched 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/learning-behaviours-at-pirton-hill/](http://www.pirtonhill.com/learning-behaviours-at-pirton-hill/))

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

As a school we have 5 simple rules:

- Show pride in Pirton Hill and arrive ready to learn
- Be kind and polite to others
- Follow all adult instructions
- Treat all school and community property with respect
- Strive to be the best you can be

We have clear routines (*e.g. SuperSTAR sitting, Wonderful Walking*) that all children are expected to adhere to and all staff are expected to uphold. We also teach, model and expect GREAT manners. These make the school a calm and purposeful learning environment. These, along with emotional literacy and how to stay safe, are taught through our detailed behaviour curriculum and dedicated behaviour days.

Every week, the parents of each child who has followed the school rules (*including wearing the correct uniform, having the correct equipment and completing their homework*) receives a virtual ‘well done’.

We recognise exceptional behaviour 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 and reward.

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 and safeguarding are recorded on CPOMs, in line with the behaviour policy ladder, and supported by our Pastoral Support Team.