

Teaching & Learning Policy



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Little Stoke Primary School

Teaching & Learning Policy

This document should be read in conjunction with individual curriculum area policies and the marking and feedback policy.

School Ethos

Little Stoke School is a purposeful learning community where both adults and children can develop skills, understanding and awareness. We expect high levels of achievement from everyone and encourage an attitude of hard work and responsibility. We aim to identify learning needs effectively and support individuals well; standing alongside children as they develop.

In this school the over-riding aim is to create a happy, stimulating and relaxed environment, where self-confidence and good relations may develop. Evidence of learning experiences and children's ideas are highly valued by staff and, whenever possible, these are shared with a wider audience.

We believe that 'ability' is not a fixed concept; it can be encouraged and developed to ensure that all children from all backgrounds are able to dream, plan and achieve. We are a tolerant learning community that, within limits, will enable children to make mistakes and learn from them in order to develop resilience and determination. We want our children to have the highest aspirations in life and to have an open mind to the way their lives may change and develop.

We believe that, unless shown otherwise, parents know their children best. We work closely with families to ensure the school aims are met, providing high levels of care, pastoral support, advice and guidance.

We believe in self-expression through the confident use of language and the importance of children being able to form opinions, socialise well, communicate effectively and link ideas creatively. Our approaches to behaviour management focus on developing self-awareness, empathy, responsibility and citizenship.

School Aims

To provide a happy, safe, school at the heart of the local community where pupils love to learn.

We believe that how we work and learn together is important. A place where adults and children enjoy being together makes learning an exciting part of every day.

To support the development of lively, enquiring minds in our pupils. We believe that all children can find the confidence to discover amazing things about the world around them and learn about the opportunities and possibilities that are waiting for them as they grow.

To provide a curriculum that excites, challenges and inspires. We believe in finding the spark that engages children, and takes them on an amazing learning journey. We believe in a broad, culturally inclusive curriculum that prepares our children for a fulfilling future.

To encourage our pupils to achieve academically, socially, physically and spiritually. We believe in nurturing and encouraging children to find success in every aspect of their lives. We celebrate progress and believe that all children can achieve to a high level.

To provide high quality partnerships that improve the lives of all our pupils. We believe in making strong links with parents, families and communities to ensure we set aspirational goals and our pupils achieve all they possibly can.

Leadership

The Senior Leadership Team fundamentally believe that excellence in teaching derives from comprehensive monitoring and evaluation of each pupil's progress and a willingness to provide a flexible and responsive approach to teaching and learning. We believe this can have a striking impact on achievement.

The Senior Leadership team will set priorities and targets for improvement based on the evidence gained from monitoring procedures and data analysis. Progress towards these are tracked and outcomes reported to governors and parents. Monitoring and evaluation principally takes place through curriculum reviews, classroom observations of teaching and learning, learning walks as well as book looks and pupil progress meetings. These are carefully collated, analysed and interpreted to give a clear picture of teaching and learning at any one time.

All teachers are also learners and should be striving to reflect upon, evaluate and improve their practice. This means understanding both the teaching and learning process and building on pupils' skills, knowledge and understanding. Teachers are managers of the learning environment, facilitating all pupils to reach their full potential. In order to facilitate the learning process for teachers, there needs to be opportunities for professional development.

A good learning environment is created when pupils participate in and are motivated by the lesson content, interact well with both the teachers and other pupils and improve their skills and confidence in themselves as learners. Pupils need to feel that they are learning and therefore achieving.

Although we recognise that extensive learning takes place within the classroom, we also realise that there are opportunities for learning outside the classroom.

Improvement

The Senior Leadership Team aims to create a culture where professional dialogue and reflection about learning is a key feature of our school. We recognise that excellent teachers reflect on and evaluate their own practice and the impact of learning.

Teaching and Learning will be developed across the school through

- Linking Performance Management targets to identified needs in improving the quality of teaching
- Ensuring that CPD opportunities are sharply focussed on improving the quality of teaching and learning
- Providing INSET to improve Teaching and Learning by delivering high quality, interactive training specific to the needs of the staff
- Ensuring that all teachers understand what excellent teaching looks like
- Use of CPD to encourage reflective practice
- Establishment of a teaching and learning coaching support
- Supporting NQT programmes
- Ensuring that practice continuously evolves – by linking to other schools, being aware of new pedagogy and being open to change
- Adapting teaching and learning approaches and school resources to the changing needs of our pupils
- Embracing new technology to support learning
- Forming a strong team that represents the basis of a learning community where practice can be shared, risks taken and outcomes improved

Monitoring

The Senior leadership team will monitor and evaluate the quality and consistency of teaching and learning through:

- Formal lesson observations
- Learning walks
- Focused drop-ins
- Work scrutiny and book looks
- Pupil progress meetings (whole staff)
- Data analysis
- Pupil conferencing
- CPD/leadership evaluation

- SIA Networks

An Inspiring Curriculum

Curriculum/Subject leaders are responsible for, and have a crucial role to play in:

- Reinforcing the schools' shared values and expectations that support high quality teaching and learning
- Writing the curriculum are action plan with its emphasis on developing teaching and learning in line with the School Development Plan
- Encouraging the development of high quality teaching and learning resources
- Encouraging the development of effective teaching and learning styles, focusing on maximising opportunities for exceptional learning and mastery
- Developing the role of teaching assistants
- Contributing positively to an effective system of pastoral care
- Encouraging and reinforcing the process of teachers learning through planned CPD
- Promote the ethos that all staff take an active interest in their own professional development and how it impacts the classroom
- Developing new approaches to teaching and learning
- Monitoring the consistency and quality of teaching and learning in line with whole school approaches
- Understanding and promoting what it means to be an excellent and effective teacher
- Responsibility to share good practice with other team members

We Are All Leaders of Learning

All teachers are leaders of learning. They also act as positive role models to pupils by embracing a culture of life-long learning. We use this to support the continual improvement of teaching and learning and thereby contribute to the school development plan. Teaching staff take a professional approach and will plan teaching sequences to include:

- Achievement
- Attainment
- Rapid and sustained progress
- Maximised learning
- Appropriate challenge
- Engagement
- Accurate assessment
- Skilful questioning
- Differentiation and support
- Pace
- Well-chosen interventions
- Positive behaviour for learning
- Out of classroom learning
- Praise and reward
- Developing English where appropriate across the curriculum
- Developing Maths where appropriate across the curriculum

A Professional Approach

To ensure learners' experience is maximised, we seek to maximise teacher expertise. In order to have the most effective teaching, parents are encouraged to support teaching staff at the school by expecting pupils to achieve their best. The partnership between home and school is a vital element in the success of every pupil and must be developed with trust and shared purpose.

We insist on the following principles in teaching:

1. Purposeful lessons

Teachers will achieve this:

- Through carefully planned, well-structured and appropriately paced lessons, that use time effectively to maximise depth of learning
- By making objectives and outcomes explicit to pupils at the beginning of each lesson, task or topic and involving pupils actively in the evaluation of their achievement
- By extending previous knowledge, skills and understanding of all pupils
- Through ensuring approaches are varied and content is often adapted to reflect the context of children's lives
- Through making meaningful links between curriculum areas
- Through explicitly checking understanding and reviewing work covered in each task or topic
- By delivering schemes of work which incorporate spiritual, moral and cultural elements to agreed curriculum area deadlines
- By exploiting opportunities to develop skills in reading, writing, communication and mathematics
- By starting lessons on time and avoiding wasted time at the end
- By delivering lessons that include the development of oracy skills

2. Pupils are engaged through interesting and stimulating lessons

Teachers will achieve this:

- Promoting the learning as the most important part of the lesson
- Consciously showing enthusiasm and positivity for and about the learning
- Devising imaginative and creative approaches to the development of knowledge and skills
- Using questioning and discussion to promote learning
- Fostering curiosity and enthusiasm for learning
- Using praise and positive reinforcement to foster self-esteem, motivation and confidence
- Regularly displaying examples of pupils' work and other relevant stimuli
- Encouraging pupils to demonstrate their skills through formal presentations, drama, debate and role-play
- Using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome
- Ensuring that learning includes talk and active participation

3. The environment is well-managed and conducive to learning

Teachers will achieve this:

- By matching teaching approaches to lesson objectives and group needs
- By organising physical resources in ways which will promote orderly classroom management
- By being consistent about classroom rules which have been agreed at whole school and class level
- By setting appropriate and regular homework to contribute to pupils' learning
- By providing frequent high quality marking and feedback (see marking and feedback policy)
- By keeping up to date and accurate records and submitting assessment data for reporting in line with the stated deadlines
- By being flexible enough to adapt lesson plans to take account of pupils contribution and the needs of the group
- By setting and achieving high standards of behaviour and motivation
- By regularly reviewing pupil grouping and seating to promote effective learning
- By providing an engaging , well-resourced, well-presented book corner

- By providing a tidy, pupil-focused learning environment which encourages independence

4. Learning opportunities will support pupils of all abilities

Teachers will achieve this:

- By enabling pupils to understand how improve their learning
- By using evidence of prior attainment to gauge pupil individual learning needs
- By setting challenging tasks that are matched to pupils' specific learning needs which ensure pupils active participation in lessons for the most able pupils as well as those with DSEN
- By using data and book look feedback to adapt provision and inform teachers
- By using sharply focused and timely interventions which support pupils needs accurately
- By systematic and accurate assessment of understand and acquisition of knowledge through a variety of means
- By working proactively with teaching assistants
- By setting high expectations for all pupils, rewarding achievement with praise and support

5. Relationships with pupils will be positive and productive

Teachers will achieve this:

- Through confident command of subject matter which is regularly updated
- Through appropriate professional development, observations, discussions and INSET
- By being clear with instructions, questions and explanations
- By understanding and promoting the value of focused discussion and setting ground rules for speaking and listening
- By fostering mutual respect, pupil to pupil, pupil to teacher and teacher to parent
- Through actively promoting equal opportunities through the teaching and learning process (see also equal opportunities policy)
- By encouraging parents to support pupil learning
- By actively linking with pupils, sharing an interest in their lives, ideas and development
- By getting to know pupils and investing in their emotional development

6. Formative and summative assessments will be used to evaluate pupil progress and to inform teaching plans

Teachers will achieve this:

- By using a variety of formative, in-class assessment which relates to the subject area
- By marking consistently and positively in line with school policy (see marking and feedback policy)
- By giving regular feedback, either through marking of work or verbally, to pupils about their work and setting them challenging but achievable targets
- By encouraging self-assessment and peer-assessment in the drive to strive for improvement
- By encouraging and trusting pupils to take responsibility for their own learning
- By statistically analysing individuals, whole class and vulnerable group performance in relation to target data and national averages
- By adjusting teaching provision in response to daily formative evaluations of learning

7. Learning opportunities will be varied

Teachers will achieve this:

- By encouraging pupils to develop the skills to learn for themselves and plan activities for pupils to become more resilient, resourceful, reciprocal and reflective learners

- By providing assemblies that are well-planned, involve opportunities for pupil participation wherever possible, and offer time for reflection
- Providing collective acts of worship that are organised and allow pupils to develop their own ideas and thoughts through challenging material and offer opportunities for spiritual development
- Promoting class and school behaviour expectations
- Providing enrichment and extra-curricular activities that are open and encourage all pupils that wish to attend. They should provide opportunities for extending learning beyond the classroom and encourage and support pupils to develop an interest in the subject outside of the classroom.
- By offering Forest School experiences to support enquiry, active involvement, problem solving, curriculum support and the development of social skills

Where learning is effective, pupils will:

Be motivated to:

- Take an active interest in their learning through encouragement and support from their parents/carers
- Improve their performance and be willing to learn from areas for development as well as strengths
- Show high levels of engagement, interest, resilience, confidence and independence and readily respond to the challenge of the tasks set
- Demonstrate in assessments and tests that they are performing at least as well as can be expected according to standards for their age and ability
- Care about the presentation of their work and look after resources

Take responsibility for:

- Their learning
- Their progress. Pupils should know their next step and how they are to achieve it
- Evaluating their achievement of learning objectives and outcomes
- Concentrating on tasks set and listening attentively when appropriate
- Developing the confidence to ask questions, to try and find answers and asking for help when needed
- Being interested and involved
- Helping each other and working collaboratively as well as independently
- Developing over time the ability to work independently and to take responsibility for their own learning
- Taking the initiative

Develop the following skills linked to:

- Resilience – they persevere with tasks they find difficult without losing heart
- Resourceful – respond positively to opportunities given to extend their learning
- Reflective – the ability to modify and redraft work
- Responsible – meet deadlines
- Retain knowledge, apply it in unfamiliar contexts and make connections with other work

New Learning Skills

Develop social skills by:

- Arriving on time to school

- Evaluating and talking about their own work and next steps
- Communicating information and ideas, offering comments and explanations
- Feeling that they are valued by their teachers and that their achievements are being recognised
- Working cooperatively with other pupils and listening to their ideas
- Working independently for an age-appropriate amount of time
- Learning from their peers
- Staying on track and not derailing the lessons