



LONG SUTTON COUNTY PRIMARY SCHOOL TEACHING AND LEARNING POLICY

Introduction

Effective teaching and learning is the purpose of our school. It is the means through which we offer a broad and rich curriculum, meeting the requirements of the National Curriculum, Religious Education and Statutory Framework for Early Years Foundation Stage. We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to become successful in the future. Linked to our school motto of 'Be a Star' we strive for high quality teaching and learning to motivate and inspire our children to succeed in all tasks and activities they undertake. This policy outlines the purpose, nature and management of teaching and learning in our school.

Our Aims

- To ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement
- To embed an agreed range of good practice across the school
- To provide a set of guidelines through which we can supply a challenging curriculum that is accessible to all and contributes to the development of effective, flexible and independent learners.
- To develop the academic, social, moral and spiritual understanding and skills which will equip each pupil for their current and future learning.
- To ensure consistency throughout the school
- To provide new staff with a clear vision of the school's expectations
- To provide agreed focus for monitoring learning and classroom practice

We are committed to:

- Supporting critical and reflective learners
- Encouraging creativity
- Welcoming diversity in approaches to learning
- Promoting active learning
- Encouraging working in an independent and collaborative manner.

Effective Teaching

We believe that good teaching results when teachers:

- Focus and structure their teaching through Quality First Teaching so that pupils are clear about what is to be learned and how it fits with what they know already
- Actively engage pupils in their learning so that they make their own meaning from it
- Develop systematically pupils' learning skills so that their learning becomes increasingly independent
- Use assessment for learning to help pupils to reflect on what they already know, reinforce the learning being developed, and set targets for the future
- Have high expectations of the effort that pupils should make and what they can achieve
- Make the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles
- Ask a range of higher order open ended questions which challenge children's thinking
- Create an environment that promotes learning in a settled and purposeful atmosphere

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

Effective learning could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

School's Expectations

We expect:-

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or Subject Leaders
- Staff to plan appropriately for all groups of children and access high quality resources
- That every lesson has a clear Learning Objective which is explained to the class and which is stuck into the children's English, Maths, Science or Topic Books.
- That all lessons demonstrate key elements of good AfL practice
- That activities are differentiated to ensure that children explore, develop and practice new skills/ concepts
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on Speaking & Listening, scaffolding, talk partners
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able
- That time targets are set within lessons to ensure pace is maintained
- That staff have high expectations of presentation, quality and quantity of work
- Staff to assess children regularly and gather evidence for Pupil Learning Conferences.
- TA's to be fully involved in lessons to support children's learning

- Staff to regularly mark children's work in accordance with the school's Marking and Feedback Policy
- Staff to encourage children's independence
- Teachers use plenaries effectively to either review or move the learning forward as necessary.

Learning Environment

The physical environment, in which children's learning takes place, should be one which supports and enhances their learning and reflects the ethos of our school. Its' creation is fundamental to the learning process. It is crucial in helping children to enjoy learning, to reflect and grow in confidence. We believe that children should be taught to take care of and have pride in the school environment and be encouraged to take responsibility.

The school has clear guidelines as to what should be displayed and accessible in each classroom to ensure consistency of approach throughout the school.

We expect each KS1 and KS2 classroom to have a/an:

- English and Maths Working Wall which follows the headings set by the Subject Leaders.
- Visual Timetable
- British Values and E-Safety Posters
- Phonics (KS1) / SPAG (KS2) display to promote the importance of these skills on developing successful readers and writers.
- Additional Maths elements e.g. number square as specified by the Maths Subject Leader.
- Topic and/or Science display which reflects current learning.
- WOW wall or celebration wall of children's achievements in different curriculum areas.
- Golden Time display which will be used in conjunction with the school's behaviour policy.
- Inviting book area to promote a love of reading throughout the school.
- Be a Star school ethos and class rules
- Evidence of children's work on the wall (on both Working Walls and Celebration Displays) – including SEND and EAL children.

The school has clear guideline as to what should be accessible in each classroom to ensure consistency of approach throughout the school.

We expect each KS1 and KS2 classroom to have a/an:

- Short term planning displayed on the classroom door and a planning folder available for scrutiny by the Senior Leadership Team in line with the school's monitoring timetable
- A class file which contains specified information from the Assistant Headteacher (Pastoral)
- Clearly labelled resources and trays with photo labels as appropriate
- Accessible resources e.g. cubes, number squares, topic books to support the children's learning
- Standardised room identification will indicate class name and name of teacher
- An Assessment File containing ongoing assessment data. This file will also be transferred to the next class teacher at the end of the academic year

Role of Support Staff

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as cooking or ICT expertise.

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed
- Sending an annual mid-year report to parents explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children.
- Sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff. Its implementation is the responsibility of all staff.

Written – May 2015

Reviewed – May 2017

Next Review – May 2019

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