



TEACHING AND LEARNING POLICY

PURPOSE

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

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Summary of Changes:	

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1. Aims

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

2. The Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room.

Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area (where necessary);
- Ensuring that the classroom utilizes all non-negotiables for displays;
- Creating a topic-focused environment which stimulates interest in the theme of study e.g. wall display, themed book corner or role play area;
- Making sure the equipment is labelled and accessible to promote independent learning;
- Creating a space for each student; labelling trays and pegs (where necessary);
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are tidy and free from clutter to promote a calm, productive learning environment;
- Providing an engaging reading area.

3. Display

The aim of display is to enhance and accelerate learning and to build self-esteem and belonging. We use display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Each child should have the opportunity to have work displayed in school. Each class should display the non-negotiables (see appendix 1). These include:

- English and Maths displays (working walls);
- School behaviour policy and prompts;
- Esteem-raising, well-presented displays of high quality children's work that reflects their achievements
- Interactive displays reflecting current topic to promote investigation and curiosity including artefacts
- Visual timetable on display at all times during the day using symbols where appropriate.

4. The Curriculum

Teachers are responsible for maintaining a very good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice.

We use the objectives from the National Curriculum and strategies for English and Maths to underpin the taught curriculum. English is at the heart of our curriculum. Classes have an over-arching topic each term (occasionally half term) which is informed by a driving question and an enquiry approach. Teachers plan lessons using national frameworks to ensure children receive their entitlement. Wherever possible, links are made to real life experiences to make the curriculum relevant. Links are made between areas of the curriculum with non-fiction reading and writing being taught through cross curricular links. We aim to make the curriculum reflective of, and responsive to the cultural background of our pupils whilst providing opportunities for experiences that they may not receive outside of school.

5. Focus Weeks and Days

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. Roald Dahl Day or Safer Internet Day, to health or community based events e.g. Sports Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

6. Pupil Outcomes

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended schools provision we aim to integrate and promote these ideals through the curriculum so that all pupils can:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic well-being;

We provide opportunities for learning in these areas through the De Lacy Values Curriculum, which encompasses SMSC, PSHE and RE. The De Lacy Values Curriculum also uses visits and visitors e.g. NSPCC, Save the Children, PC Paul and through the participation in community or charity based events.

7. The Learning Journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests). It also requires high levels of subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained. Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making at least good progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through assemblies, displays and performances is very important at De Lacy Primary School. We ensure that there is a broad range of opportunities for everyone to shine. Children are grouped according to the aims of the lessons. For English and Maths this is sometimes by academic ability, however throughout the day it may be mixed ability, by gender or friendships. Activities are differentiated to meet learning needs. The SEN support team, which includes our PAT SENDCo, coordinates with the teacher to ensure support is given for those with special educational needs.

8. Learning Styles

We recognise children learn in different ways and therefore plan and deliver a differentiated approach to engage all learners which may include using auditory, kinesthetic and visual stimuli.

A wide range of resources, including those available on interactive whiteboards are available.

We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story-mapping, music, drama, ICT, art, scientific investigations, to name but a few.

Throughout the day, pupils may engage in whole-class work, group work, paired work and independent work. We make use of 'talk partners' and we model, encourage and praise co-operative learning as well as encouraging the 6Rs, that include resilience and responsibility.

9. Assessment for Learning

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

10. Questioning

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress.

A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, think-pair-share, lollipop stick replies. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions which have been posed.

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning;
- Recognise the achievements of pupils;
- Guide future planning, teaching and curriculum development;
- Inform parents and the wider community of pupil achievement;
- Provide information to ensure continuity when the pupil changes school or year group;
- Comply with statutory requirements.

A Learning Objective (LO) is shared during each session so children understand the purpose of the lesson, at the end children are guided to assess their progress and discuss and often record how they have achieved.

Teachers should constantly use Assessment for Learning (AfL); they observe, ask questions and work with groups and individuals throughout the day. Where possible, work is marked alongside the child. Marking is a dialogue and teachers often ask a question or give a challenge when marking written work.

We also value summative assessments of learning, where the children are assessed against national standards. We use assertive mentoring tests and use the results intelligently to record progress and to predict future levels of attainment.

Each term, teachers in Years 1 – 6 record the attainment in reading, writing and maths on the school tracking system (Target Tracker) for each individual pupil. These are informed by the descriptors of national curriculum expectations at each level of attainment.

During their reception year children will be assessed using the Early Learning Goals which are based on the teacher's ongoing observations and assessments in the areas of learning. Each child's typical developments and achievements are recorded on the school tracking system (Tapestry) and evidenced in the child's learning journal.

Teachers meet with senior leaders regularly to discuss assessment and to find ways to remove barriers to learning as well as working with the school pastoral team. In pupil progress meetings Senior leaders meet with teachers to discuss any children who are not making progress and to plan additional support.

Teachers meet with parents individually to discuss progress, in each school term, as well as at the end of each school year, when teachers write detailed reports for each child.

11. Equal Opportunities

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND, gifted and talented, and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

12. Techniques to support effective learning

Music

Music is used for a variety of purposes:

- To influence mood and atmosphere e.g. to energise or relax a class or to create a calm start or end to the day;
- To demarcate time on a task e.g. using a timed piece of music for tidy up time, changing for PE or during handwriting;
- To carry content e.g. through learning songs which carry subject content; learning with music enhances the ability to store and retrieve related information.

Drama

Yew Tree Drama – a local drama company – work with pupils and teachers to support with developing skills, confidence and self-esteem, as well as providing a platform for new ideas and imaginative pieces to be created. Yew Tree’s unique approach to work in schools means that a bespoke drama experience for our school is delivered through highly-trained practitioners.

Trips and Visitors

We are fortunate to be located within easy reach of a variety of interesting and educational places which we use to enhance the curriculum and stimulate learning. Teachers should plan a minimum of one visit/visitor per term with a range of experiences being provided across the year.

Teachers must obtain written permission from parents/carers before a child can go out.

13. Working with others

Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.

Parents are informed of their children’s targets, learning foci and ways to support learning through a termly information sheet written by the class teacher.

Parent/Teacher meetings are held across the year but parents are entitled to make an appointment to see the teacher at other times. Teachers are expected to raise any concerns about a child’s learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.

A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through Inspire Sessions, Stay and Read Sessions and Project Celebrations.

Pupil Voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children’s opinions are regularly sought through questionnaires, discussions and suggestion boxes.

Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Head of School and other key staff.

Specialist Support

Additional support is provided to identified pupils so all children can access and fulfil their potential. Support may be given to support pupils with special educational needs, to pupils who speak English as an additional language or to extend those with a specific gift or talent.

Extended Provision

We provide a varied menu of activities to support and enrich learning; these include breakfast club, booster sessions, a wide range of after school clubs and sports tournaments and competitions.

