



LEARNING AND TEACHING POLICY

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Purpose

Learning and teaching is the core purpose of our school. Through it we offer a curriculum that is broad, relevant, balanced and meets the requirements of the new National Curriculum and the Agreed Syllabus for Religious Education.

We respect and value everyone within a safe, positive and purposeful environment. It is important to provide a climate in which everyone learns and develops emotionally, spiritually, morally, socially, physically and intellectually to the best of their ability.

We have high expectations of all members of the school community and work as a team to set and achieve targets. Staff work together with a common purpose and clear targets. There are opportunities for professional development in order to fulfil the requirements of the new National Curriculum and to further develop the features of "good primary practice".

We work together to meet the needs of learners with different learning styles. It is our aim to help the children discover their preferred learning style – visual, auditory, kinaesthetic. Over the course of a week each member of staff will ensure each child has the opportunity to learn in their preferred learning style.

Teaching and Learning

The role of all teaching and support staff in the learning process is valued.

We foster a positive partnership with parents, the governing body and the wider community.

Principles

- To provide a consistent approach to learning and teaching and the use of resources using a range of teaching styles.
- To help each child reach his/her full potential.
- To constantly seek to improve the quality of learning and teaching by being reflective practitioners, through honest evaluation.
- To agree assessment procedures.
- To agree a marking policy.
- To establish agreed procedures and a timetable for monitoring the curriculum.
- To monitor the use of homework and its effect on learning.
- To continue to develop the role of subject leaders so that they are more effective in promoting high standards in their subjects.
- Recognise, support and share good practice.
- To have a planned programme of CPD.
- To use Performance Management as a means of improving learning and teaching throughout the school.
- To offer training to members of support staff.
- To foster and develop the home-school partnership.
- To achieve and maintain the Healthy Schools Accreditation.

Outcomes

The starting point for each lesson is "what do I want the children to learn?" and "how will I know if they have learnt it?"

Assessment, Recording and Reporting

The quality of teaching is shown through:

- Clear and structured planning that leads to a well prepared and delivered lesson (pace, rigour, appropriate differentiation, awareness and planning for children's preferred learning styles, good use of time)
- The inclusion of Literacy, Numeracy and ICT within the teaching; ensure that children have opportunities to apply their Literacy, Numeracy and ICT skills across the curriculum;
- The ability to challenge and inspire children;
- High expectations of children.
- A variety of appropriate teaching strategies, matched to the children's needs;
- Clear learning objectives and differentiated success criteria shared with the children;
- Ensuring that children know what they are doing and what they need to improve;
- Effective questioning;
- Interactive teaching;
- Balance between pupil/teacher talk;
- Good use of formative assessment to aid future planning and target setting;
- Diagnostic use of summative assessment;
- Good management of children;
- Secure subject knowledge;
- Appropriate use of homework;
- The provision of opportunities to promote pupils' spiritual, moral, social and cultural development and mental wellbeing;
- Effective use of other adults;
- Carefully chosen resources ready for the start of the lesson.

The quality of the children's learning is shown through:

- Their involvement and participation in lessons;
- Knowing their targets;
- A willingness to ask and answer questions and contribute to the discussion;
- Sustained concentration and application to the task;
- What they know and can do;
- Understand how well they are doing and what they need to do to improve;
- Can explain confidently and clearly what they have learnt and why;
- Know how today's work relates to previous work and what may be the next stage;
- Becoming familiar with reviewing their work in relation to objectives and targets;
- Are clear about the criteria used to assess their work;
- Progression and improvement;
- High self esteem;
- Being able to work independently;
- The ability to reflect on learning, to be involved in self-assessment and self-evaluation;
- Their use of resources;
- Able to work collaboratively;
- Their desire to succeed and achieve their targets;
- The impact of the teaching on the children's learning.

Management Support

The Teaching & Learning Committee of the Governing Body will:

- Be a critical friend;
- Monitor the curriculum and standards achieved throughout the school;
- The Headteacher has overall responsibility for the delivery of the curriculum and the standard of teaching and learning throughout the school.

The senior management team will meet regularly to discuss whole school issues.

The subject leaders in line with their job descriptions will:

- Monitor and evaluate standards in their subject in line with the current action plan and the timetable for monitoring;
- Identify actions for further improvements – consult Headteacher and staff;
- Keep up to date with current developments and knowledge and inform colleagues of these;
- Identify the needs of the school through data analysis, observation, where appropriate and consultation;
- Provide guidance and support in implementing the new National Curriculum;
- Ensure progression, consistency and continuity;
- Organise and inform colleagues about available resources;
- Advise, cost, prioritise and order resources.

The class teacher will:

- Value every child equally regardless of ability, race, gender, age or achievement (inclusion) and help him/her to reach his/her potential;
- Plan effectively and monitor the outcomes of the learning intention;
- Place lessons within the “big picture” of the topic and relate to previous and future learning;
- Make the learning objectives and the differentiated success criteria explicit to children for every lesson;
- Provide a learning environment that leads to children working independently and collaboratively (clearly labelled resources, working walls with curricular targets). Children caring for the classroom.
- Use challenging and differentiated activities;
- Use aerobics/gym activities to refocus concentration;
- Use whole school agreed assessment strategies at agreed times/annual cycle and record keeping;
- Be involved in whole school target setting and set individual targets for reading, writing and mathematics and involve the child and communicate these to the parents;
- Act as a good role model by being punctual, well prepared, tidy and organized – always behaving professionally and working as a member of a team;
- Provide appropriate, stimulating resources and displays;
- Have a positive attitude to change and his/her own professional development;
- Use other adult helpers effectively and provide feedback;
- Foster good home-school links and be willing to meet with parents where necessary;
- Contribute to and work as part of a team, committed to school and personal improvement.

The parents will endeavour to keep the Home-School Agreement

The children will:

- Be ready to begin lessons on time;
- Remember to take home their homework and complete it promptly and carefully;
- Keep the school's code of conduct;
- Take responsibility for their own actions;
- Develop independent learning habits;
- Work hard to improve and achieve their targets.

Implementation

- The Headteacher in consultation with staff decides allocation of hours to each subject and class timetables.
- Long term planning ensures that we offer a broad, relevant, rich and balanced curriculum. The whole staff in consultation with subject leaders decides on the projects for the year.
- Class teachers plan weekly. Literacy and Numeracy leaders monitor weekly plans. The Subject Leaders monitor the evaluation of the units of work at the end of the unit and report to the Headteacher.
- The School Development Plan (SDP) determines the yearly subject priority.
- There is a regular programme for monitoring and evaluating standards in subjects.
- Assessment and record keeping will be in line with the school's assessment policy.
- Marking will be in line with the school's policy.
- Display is in line with the school's policy.
- Children are taught in mixed ability classes.
- The structure of each lesson in Years 1-4 is very similar. There is an introductory session where the learning intention is introduced to the children, the main teaching input and a plenary/review session.
- During the independent section of the Literacy and Numeracy lessons the teacher focuses specifically on one or two groups of children. There should be a particular teaching focus. This could be to extend more able children or SEN children. The focus should be included in the planning. It may also happen in other lessons. In Year R there may be a greater variety of activities happening at the same time but in the term before children enter Year 1 the class should be working towards more structured lessons.
- The teacher models correct responses and encourages children to demonstrate their own responses using whiteboards, number fans, and letter fans where appropriate.
- Brain gym activities used effectively.
- Closed and open-ended questions are used effectively and are identified in planning.
- "Big picture" displayed/discussed for foundation subjects and lessons related to how it fits into overall study.
- All teachers write up the learning intention for each lesson for the children to read aloud and communicate clearly in child friendly language.
- Children discuss how the teacher will know if they have fulfilled the learning intention and agree how they can demonstrate this (success criteria).
- Children will be involved in peer and self-assessment.
- Teaching assistants support Literacy and Numeracy in all classes. They also support children with Special Educational Needs.

Classroom Observations

- The observer and teacher need to agree the focus, terms and nature of what is to be observed.
- The observer should record only key points.
- The observer should sum up the discussion and offer suggestions.
- Both should keep a copy of the final summary and action for follow up use.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

This policy should be read in conjunction with:

- Mission Statement and Values.
- Home-School Agreement.
- Behaviour Management policy.
- Special Educational Needs policy.
- Equal Opportunities policy.
- Assessment, Reporting and Recording policy.
- Marking and Feedback policy.
- Monitoring and Evaluation policy.