

Cranbrook Church of England Primary School



Teaching and Learning Policy

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Reviewed by: Rosie Piper	December 2016
Agreed by governors:	January 2017
To be reviewed:	January 2019

Signed by Chair of Governors:	
Signed by Headteacher:	

Teaching and Learning Policy

Introduction

At Cranbrook Church of England Primary School we aim that all learning and teaching opportunities provided for our children are outstanding. Teaching and learning is a partnership with staff, children and parents that enables children to make progress and achieve their individual goals and aspirations.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Our learning and teaching is underpinned by our Christian Values.

We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic background, disability or special educational need, ethnicity, gender or creed.

Through our teaching we aim to:

- Teach pupils within a supportive Christian ethos;
- Enable children to become confident, resourceful, enquiring, independent and reflective learners who make good progress throughout their years at school and progress at least in line with national expectations.
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-worth and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Enable children to grow into reliable, independent and positive citizens.

Effective teaching and learning

Personalised learning is at the heart of effective teaching and learning. At Cranbrook Primary, we recognise the need to develop strategies that will allow all children to learn in ways that best suit them in order that they progress well.

Learning opportunities are made available to the children through many different forms. Such opportunities include:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of ICT
- A range of experiences - fieldwork and visits to places of educational interest
- Visitors
- Creative activities;
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Outside classroom/environment

Our *inclusive practice* ensures that learning opportunities are differentiated according to need, with specialist provision to support the learning of children with severe and complex needs. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective teaching and learning is characterised by the features of *Personalised Learning*

- High quality teaching and learning
- Target setting and tracking
- Focused assessment
- Pupil grouping
- The learning environment
- Curriculum organisation
- The extended curriculum
- Supporting children's wider needs

'Quality First' teaching and learning

'Quality First' teaching and learning is characterised by:

- Highly focused lesson design with sharp objectives, planned with incisive knowledge of pupil attainment and next step needs, based on formative and summative assessment in line with school assessment systems and National Curriculum expectations.
- All staff having high expectations of presentation in children's books. This includes:
 - ✓ Learning objective and success criteria box stuck in neatly;
 - ✓ Where stuck in, pieces of paper trimmed to fit without requiring folding;
 - ✓ Titles being underlined with a ruler;
 - ✓ Dates written on left hand side of page;
 - ✓ Pictures drawn in pencil;
 - ✓ Cursive handwriting used with pencil or handwriting pens.
- Teachers having high expectations of pupils and provide teaching and learning experiences that promote high levels of involvement and engagement with their learning, so that they are encouraged to take responsibility for their learning, challenge themselves and attain their best outcomes.
- Skilled teacher questioning, modelling and explanation.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Focus group work, that provides small group contact for all pupils each week in writing and mathematics work, where the emphasis is on teaching and learning.

Other aspects of 'Quality First' teaching can be found in Appendix 1.

Target setting, Tracking and Assessment

- Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment against NC and our school assessment system for Maths, Reading and Writing, whereby children are assessed as working towards age related expectations (ARE), at ARE or exceeding ARE. More details can be found in our school assessment policy.
- Pupil progress tracking is managed through Otrack, our whole-school assessment program.
- Pupil progress meetings are held six times a year to identify strengths/weaknesses in performance and plan provision for identified need (three of these have a data focus and three have an intervention focus).
- Pupil voice is central to target setting and the review of performance and target setting.

- Parents/carers will receive regular updates on their child's progress so that they can provide support/encouragement as appropriate, through parents evenings (bi-annual), an interim report and a full end of year report.
- Senior curriculum leaders monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny.

Secure knowledge of each pupil's current progress is a core element of teaching and learning at Cranbrook Primary. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

Fundamental to our formative assessment procedures is Assessment for Learning (AfL). Learning objectives (WALTs) are made explicit and shared with the pupils. The pupils and teacher agree success criteria. Self and peer assessment is used against the success criteria. Pupils are engaged in their learning and receive feedback on their progress in line with the school Marking for Learning policy.

Summative assessment opportunities are detailed in the assessment calendar. These include end of key stage tests (EYFSP and SATS) as well as seasonal assessments (three times a year) for all year groups to monitor in-year progress and identify any pupils not making sufficient progress.

Interventions

It is expected that the great majority of pupils will make at least the expected rate of progress through first quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential. The responsibility for this is with the class teacher, who will provide for pupils' needs through differentiation and group teaching on a daily basis, may build additional teaching opportunities into the timetable for these children and will plan and direct teaching assistant support in a close, professional relationship with the teaching assistants in the school. These provisions will be recorded in a provision map. The SENCO will support with the organisation and resources required for interventions.

Pupil Grouping

All classes are mixed ability. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

- ✓ Ability groups across the year
- ✓ Skills based grouping
- ✓ Mixed ability grouping
- ✓ Paired work (talking partners) to facilitate discussion
- ✓ Individual work
- ✓ Pupil choice

The Learning Environment

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the topics studied. We ensure that children have the opportunity to have their work displayed. Highly visual and interactive displays and 'learning walls' are used to engage pupils and encourage self-help strategies.

Classrooms are well resourced (each room containing an interactive whiteboard, classroom computer with internet access, class libraries of fiction and non-fiction books etc) facilitating a wide range of different teaching and learning activities.

A stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by children.

Creative use of internal space has provided areas for small group intervention work or 1:1 tuition and increasingly, external spaces are being used to provide the 'outdoor classroom'.

In Early Years Foundation Stage, we provide a learning environment that is designed to encourage EYFS children to move freely between areas, both inside and outside.

Curriculum Organisation

While we use the National Curriculum to guide our teaching, we recognise that detailed planning must reflect pupil need, to ensure that our pupils make good progress and achieve above or in line with expected national attainment.

The school is developing long term cross curricular plans to support the development of key and subject skills while providing emphasis on development of skills in the core subjects. A curriculum map shows this overview.

Teachers' medium and short-term lesson plans contain detailed information about the teaching activities and tasks to be set, the resources needed, and the type of assessment to be used.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

- ✓ The most able pupils
- ✓ Learners with additional learning and special educational needs
- ✓ Learners with English as an additional language
- ✓ Girls and boys
- ✓ Looked after children
- ✓ Learners with social, emotional and behavioural difficulties

The Extended Curriculum

Helping pupils to discover and/or develop new interests is essential to personalised learning at Cranbrook. During the school year a range of activities are organised to enhance the curriculum, including residential visits, clubs, class visits and visitors to the school.

This approach extends beyond school hours. The school provides a variety of seasonal clubs and works with Premier Sports, who deliver sporting activities. There is an Out of School Club that offers provision to working parents requiring child care.

We ensure all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. In so doing, we follow the LEA guidance on Off-Site visits and volunteers.

Supporting Children's Wider Needs

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual pupils. At Cranbrook, we aim to establish good relationships with all our families and to provide a climate open to dialogue. Within school, we can offer advice and support through our school-based services, for example our Family Liaison Officer.

Where additional support from other agencies is required, a 'team around the child' (TAC) approach may be needed. We use the Common Assessment Framework (CAF) to identify barriers to learning and as a result, TAC meetings, involving a range of multi-agency professionals, are set up by a Lead Professional.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular, they:

- Support the use of appropriate teaching strategies by helping to allocate resources effectively;
- Ensure that the school buildings and premises promote successful teaching and learning;
- Ensure that high quality staff are appointed;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders;
- Ensure that staff development and performance management policies promote good quality teaching and learning;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.

The Role of the School

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding annual curriculum evenings to explain our school strategies for teaching the National Curriculum;
- Holding seasonal 'Meet the Expert' sessions, where parents are invited in for their child to explain about their topic and learning over the past term;
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- Sending interim and full reports to parents in which we explain the progress made by each child and indicates how the child can improve further;
- Explaining to parents how they can support their children with home learning (homework);
- Holding bi-annual parent consultation evenings which provide an opportunity to discuss progress children are making.

The role of Parents

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Ensure that their child is supported with home learning activities which consolidate learning;
- Inform us of their child's interests and capabilities;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

The Role of the Child

We believe that the child has a responsibility to:

- Participate as fully as possible in the learning opportunities and help other children to do the same;
- Learn hard and try their best;
- Behave appropriately in school in accordance with the school's behaviour code;
- Be polite and helpful to other pupils and adults in school;
- Come to school regularly and be on time;
- Talk at home about what they have learnt at school;
- Take good care of the school environment;
- Do their home learning regularly and bring it back to school on time;
- Wear the school uniform;
- Inform the teacher or an adult at home if he/she finds the work difficult.

Monitoring and Review

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

Appendix 1: Aspects of Quality First Teaching

Lessons will:

- Be well paced; e.g. .a short introductory session, only 10 minutes maximum
- Include the use of talk partners in different elements of the lesson
- Provide differentiated work, adapted for the needs of VI pupils with a strong element of challenge.
- Be characterised by effective, challenging open questioning by the teacher.
- Enable pupils to make progress
- Have effective planning based on on-going teacher assessment
- Have identified challenge activities
- Enable children to self and / or peer evaluate
- Enable pupils to evaluate their progress in writing, reading and mathematics against their targets and the learning objective
- Provide opportunities for pupils to respond to marking for improvement (dialogue for improvement for young learners and those with complex needs)