



# Packington Church of England Primary School

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## Learning and Teaching Policy

***‘When children leave us we want them to be compassionate, self-confident with a love of life and learning.’***

*The Bible verse that sets this vision in context is John 10:10 “I have come that they may have life, and have it to the full.” For it is the flourishing in the grace of God that will enable our children to be wise, hopeful, live well together with dignity and respect in God’s world.*

*It is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:  
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them,  
for to such belongs the kingdom of God."  
For we are all equal in the eyes of God.*

### Introduction

This is a statement of the aims, principles and strategies for learning and teaching at Packington Church of England Primary School. It lays the foundation for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. Through this policy we aim to raise standards in teaching and improve children's learning through a consistent approach, which has been agreed by all staff and governors.

### Rationale

At Packington we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that teaching should be inspirational and motivational and learning should be an active, rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, attitudes, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The task of this school is to provide for children's learning. An understanding of how children learn is fundamental. From this philosophy all curriculum and organisational matters derive. Every adult within the school is here to serve that purpose.

## **A Definition of Learning and Teaching**

Learning and Teaching is the purpose of our school. It is the method through which we offer a curriculum, which is broad, balanced and differentiated and meets the needs of all the pupils and the requirements of the National Curriculum, Religious Education and Collective Worship.

## **School Aims and Implementation**

Packington Church of England School aims to provide all children in school the opportunity to develop towards their full potential; academically, emotionally, spiritually, morally, socially and culturally:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

## **Learning and Teaching Policy Introduction**

a) Learning and teaching are the key functions of our School.

b) At Packington we work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the school environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

c) We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

## **Aims**

### **General**

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Packington and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the school community: children, parents/carers, staff and Governors.

## **School Staff**

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in school and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

## **Learners**

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

## **Parents and Carers**

To support the aims of the school through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Understanding and supporting our aims in learning and teaching and sign the school's Home-School Agreement;
- Attending and contributing to Parent Evenings or other consultation meetings e.g SEN reviews;
- Supporting their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Booklet);
- Praising their children for the good things that they do in school;
- Communicating and working with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

## **Governors**

To support the aims of the school through:

- Promoting positive relationships between the Governing Body and all other members of the school community including; children, their parents/carers and staff;
- Appointing subject link governors who will:
- meet with the Head Teacher/ or Subject Leader at least once a year (or more if the subject has a specific action plan) to find out about;
- Monitoring and reviewing:
  1. the school's systems for planning work, supporting staff and monitoring progress;
  2. the allocation, use and appropriateness of resources;
  3. how the standards of achievement are changing over time.
- Visiting school and talk to children about their learning experiences;
- Promoting and supporting the positive involvement of parents within the school;

- Attending training and other related events;
- Reporting to the governing body with recommendations, if appropriate, annually (or more regularly if appropriate);
- Working with Senior Leaders to review the School's Learning and Teaching Policy.

## Implementation of the Learning and Teaching Policy

### A. What is 'good learning'?

At Packington we promote our Christian values as well as a core set of Learning Characteristics (see appendix 1) throughout the school and we ensure that we provide learners with the opportunities to develop these values and characteristics within our curriculum and extra - curricular activities. This enables our pupils to flourish and acquire the skills and attitudes to become successful learners as well as to make a positive contribution to our community and broader society.

Research also tells us a lot about how to maximise learning. At Packington Church of England Primary we want to equip pupils with a positive growth mindset so that they become resilient learners. Staff use language and strategies that encourage a growth mindset so that pupils are praised for their effort and not for 'being clever', thus promoting the understanding that intelligence is not fixed and that our performance at school and in life can be changed by our attitude.

Furthermore, we know that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence and thinking styles (for example, mathematical/logical, visual/spatial, interpersonal, musical, extroverted/ introverted thinking) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where responsible risk-taking is developed and valued, where pupils are encouraged to learn from their mistakes and develop independence, where they enjoy being challenged, and where they enjoy learning.

### Children learn best when:

#### Ethos & Attitudes

- There is a relationship of trust, mutual respect and understanding with their teacher as well as all other staff.
- There is an ethos of purpose and motivation in the classroom;
- The whole community of the school holds the same values, attitudes, aims and beliefs;
- They are in a happy and secure environment that gives them confidence and promotes self-esteem;
- They are given the confidence to acknowledge their strengths and weaknesses and to understand that mistakes can often be the starting point for learning;
- There is a strong home/school partnership.

#### Practical Experience

- They are actively involved in their learning;
- The learning is based on first-hand experience where possible;
- They, and their teacher, are clear about the purpose and nature of the task;

- The task is suited to their needs;
- There are a variety of tasks which give experience as directed, practical, creative, investigative and enquiry based learning situations;
- They work co-operatively with other children and are also given opportunities to work as individuals, whichever is best suited to the task.

#### Planning & Learning

- There is a flexibility of time in order to allow sustained learning to take place according to individual needs;
- The work is carefully planned;
- Teacher planning allows for differences in children's ability not only in terms of differentiation, but regarding use of time and organisational skills;
- They experience a variety of teaching styles, directed, guided and independent;
- The process of learning is valued as much as the end results.

#### Personal Responsibility & Initiative

- They are encouraged to take responsibility, not only for their own learning, but for its organisation, for their use of time and use of resources, including their own property;
- They are encouraged to review the way they learn and reflect on how they learn- what helps them learn, and what makes it difficult for them to learn;
- There is a balance between directed planned learning, and the opportunity to follow and develop their own ideas and to use their own initiative and become independent learners.

#### Evaluation & Monitoring

- They are encouraged to self- assess and evaluate their own work and set their own targets through a variety of means e.g. success criteria check lists.
- Pupils are also involved in peer assessment.
- Monitoring and evaluation of their work by teachers is on a regular basis.

#### Organisation

The classroom is organised to facilitate objectives.

Teachers keep abreast of current learning theories, incorporating key elements such as:

- to connect the learning with previous work;
- to contextualise the learning
- to give learners the "big picture" of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to negotiate success criteria;
- to set tasks to enable objectives to be fulfilled;
- to differentiate activities;
- to present the information in a range of styles;
- to use suitable subject vocabulary
- to allow opportunities for the pupils to build up their own understanding through various activities;
- to review what has been learnt, and so increase recollection;
- to identify methods of assessing learning;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

Children are presented with different ways to learn. These include:

- investigation and problem solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- philosophical thinking;
- use of ICT (including interactive whiteboards/ visualisers);
- fieldwork and visits to places of educational interest;
- creative activities;
- watching DVDs and responding to musical or recorded materials;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

**At Packington Church of England Primary School we believe that children learn best when:**

- A1 They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- A2 They have clear direction and are praised for all the good things that they do;
- A3 They are actively involved in their learning at an appropriate level to match their learning needs;
- A4 They are encouraged to become increasingly autonomous learners;
- A5 They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
  - They are encouraged to take a risk and understand that mistakes are part of the learning process
  - They are actively involved in activities where they have the opportunity to 'grapple' and overcome difficulties.
  - They understand and can articulate the 'power of yet' and the need to stick at a task to be a successful learner
- A6 They are working in an environment which is safe, caring, supportive and stimulating;
- A7 Their learning is well structured and delivered;
- A8 Their learning is effectively differentiated;
- A9 Their learning enables appropriate and pertinent aspects of personal, spiritual, moral, social, cultural and emotional development within both overarching and explicit provision.
  - Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;

**A1 At Packington Primary School we believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community;**

- Children and adults demonstrate mutual respect;
- Children and adults developing a good rapport with one another;
- Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times;
- Children reflecting on how their behaviour affects themselves and others;

- Children working with adults to establish and meet rules and targets for both learning and behaviour;
- Children supporting, encouraging and praising each other;
- Children being intelligently critical of their own work and that of others;
- Children taking pride in shared and personal successes;
- Children able to work independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
- Children being keen, able and confident to tell their parents/carers about their school-day in an honest way.

**A2 At Packington Primary School we believe that children learn best when they have clear direction and are praised for all the good things that they do;**

- Children use clear steps to success/ success criteria in order to support them to achieve the lesson's learning goal;
- Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
- Children are rewarded with stickers on the class sticker chart, certificates, their work being placed on the 'Golden Gallery' etc (in line with the School's Behaviour Policy) when they have shown good learning behaviours, good social behaviours, have made good progress or arising from a good completed piece of work;
- Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the school's Vision, Values Aims, Rules and character education.

**A3 At Packington Primary School we believe that children learn best when they are actively involved in their learning at an appropriate level to match their learning needs;**

- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask questions competently using whole sentences, at a variety of levels;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and appropriate activities;
- Children working on task for increasingly extended periods of time;
- Children engaged in a range of independent and collaborative tasks;
- Children keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.

**A4 At Packington Primary School we believe that children learn best when they are encouraged to become increasingly autonomous learners;**

- Children showing initiative and taking responsibility for their own learning including;
  - i. Independently organising their own learning resources and are quickly able to begin their work;
  - ii. Using their individual learning targets (EBI cards) to assess their own work, and those of other children, against the lesson's success criteria; thinking of ways to improve their work;
  - iii. Having the opportunity to plan and direct their own learning;
  - iv. Having access to clearly labelled resources and being able to select and use them with increasing independence;
  - v. Developing their research skills using a variety of resources;
- Children are increasingly able to manage their own emotions and relationships.

**A5 At Packington Primary School we believe that children learn best when they are appropriately challenged with learning experiences which are relevant to their lives and interests and are motivating and engaging**

- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary (including opportunities to take a risk and grapple at difficult tasks);
- Children taking pride in their work and wanting to succeed in it (including pupils demonstrating the understanding that they might not be able to do an activity 'yet' but that they have the belief that it is something that they will be able to do in the future);
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being aware of their learning and social targets and know how to work towards achieving them;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.
- Children are encouraged to take a risk and understand that mistakes are part of the learning process
- Children are actively involved in activities where they have the opportunity to 'grapple' and overcome difficulties.
- Children understand and can articulate the 'power of yet' and the need to stick at a task to be a successful learner.

**A6 At Packington Primary School we believe that children learn best when they are working in an environment which is safe, caring, supportive and stimulating**

- Children are secure and happy in a safe, purposeful environment;
- Children feel they are able to explore their own ideas and feelings and to respect the views of others;
- Children observing the class and school rules;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;
- Children modelling the Values and Skills of the school independently.

**A7 At Packington Primary School we believe that children learn best when their learning is well structured and delivered**

- Children aware of the learning objective and success criteria for the lesson and the pace at which they are expected to work at in order to achieve this;
- Children making good progress, building upon what they have already learnt, developing new skills, knowledge and understanding and being able to apply them in different contexts;
- Children knowing what to do, both socially and in their learning, and what is expected of them.

**A8 At Packington Primary School we believe that children learn best when their learning is effectively differentiated**

- Children engaged in activities which are differentiated effectively by either prescribed outcome, the support given, resources or task; or a combination of any of these, to match their needs and extend their learning (this may include staggered starts and menu choices).

**A9 At Packington Primary School we believe that children learn best when their learning enables appropriate and pertinent aspects of personal, spiritual, moral, social, cultural and emotional development within both overarching and explicit provision;**

- Children's personal, spiritual, moral, social, cultural and emotional development is supported through the school's provision; both within the discreet and hidden curriculum, in order that they achieve well academically and can become active, responsible and caring members of the school and wider community.
- Children to develop an increasing awareness of their own spiritual, moral, social and cultural development through actively participating in SEAL and learning to apply this in their decision making and actions.
- Children to develop an increasing awareness of the school's Christian values and characteristics in their learning and actively participate in demonstrating these effectively.
- Children's learning encompasses the values and skills of the school in aiding the development as future effective citizens;

## **B. What is 'effective teaching'?**

When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the children's ideas and interests to develop the school long-term curriculum framework alongside curriculum policy documents and the National Curriculum to guide our teaching and to provide a shared philosophy and commonality of practice.

Each of our teachers and teaching assistants have high, realistic expectations of children and they make a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. It is the responsibility of all staff to work towards improving the basic skills of our learners. All our teachers take account of the Christian foundations of the school and follow the school Christian vision and values. They follow school policy with regard to discipline and class management. We agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing; we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour. We help our pupils to become aware of the skills and qualities that they need to develop to become good learners.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited when possible, risk assessments are completed, and permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

Our classrooms are attractive learning environments. We change displays regularly, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries, fiction and non-fiction books, as well as displays relating to literacy, numeracy and RE. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

Teachers make ongoing assessments of each child's learning, involving them in assessment for learning so children know the next steps they need to make, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Personal Learning Plans (PLPs). We have high expectations for all our children and endeavour to ensure that more-able children are challenged. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We set academic targets for the children in each year, and we share these targets with children and their parents. We review the progress of each child regularly and set revised targets.

We use marking and feedback strategies to ensure each child makes progress and reaches its full potential. Effective marking:

- helps pupils to progress
- responds to each pupil's development
- gives positive feedback relating to learning intentions
- rewards children's efforts
- sets targets to raise the standard of a child's achievement
- focuses upon a child's achievements and demonstrates that the work a child has done is valued and appreciated
- gives an opportunity to respond to the context of a child's work
- acts as evidence of attainment if the marking is against set criteria eg interim assessments
- Is an aid to monitoring and assessment.

We plan our lessons with clear learning objectives and share these with the children. We take these objectives from the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, differentiation and the way we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

We use teaching methods that take into account the social and academic needs of the children, the intended learning outcomes, the learning environment and the available resources.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly to maintain an up to date knowledge of the curriculum and teaching techniques. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. This we do through professional development within performance management and through improving teacher skills, knowledge and expertise within the School Improvement Plan. Professional development will take account of the need to improve teaching to raise standards and achievement in areas identified for improvement and will also reflect local and national initiatives.

We conduct all our teaching in an atmosphere of trust and respect for all

At Packington we believe that effective teaching is when teachers (and other School staff when applicable):

- B1 Form positive relationships with the children in their class and other members of the school community;
- B2 Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- B3 Insist on high expectations of learning and social behaviours;
- B4 Ensure that effective direction and support is given in order that the children make good progress;
- B5 Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- B6 Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- B7 Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- B8 Develop and maintain safe, secure and inspiring classroom and learning environments;
- B9 Demonstrate effective lesson organisation;
- B10 Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- B11 Use resources effectively, including other adults, to support children's learning;
- B12 Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- B13 Use questioning effectively to gauge and extend children's skills, knowledge and understanding;
- B14 Are reflective regarding their professional practice and the overall provision the School offers. Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

**B1 At Packington we believe that effective teaching is when teachers (and other school staff when applicable) form positive relationships with the children in their class and other members of the school community;**

- Adults and children demonstrating mutual respect;
- Adults and children developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;
- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the school community;
- Adults taking pride in shared and personal successes;
- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
- Adults being keen, able and confident to tell their colleagues about their school-day in an honest way.

**B2 At Packington we believe that effective teaching is when teachers plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;**

- Senior leaders and subject leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Teachers and School leaders, at all levels, have an understanding of and are able to effectively utilise the complete planning process; including the use of curriculum maps to develop long, medium and short term plans, to inform both the construction of the curriculum and its delivery;

- All planning is suitably differentiated for all learners with clear learning and steps to success (success criteria) in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;
- Teachers have the opportunity to plan together when appropriate to share ideas, expertise and good practice.

**B3 At Packington we believe that effective teaching is when teachers (and other adults when applicable) insist on high expectations of learning and social behaviours;**

- Senior leaders develop clear and consistent structures and systems for all members of the school community that identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

**B4 At Packington we believe that effective teaching is when teachers (and other adults when applicable) ensure that effective direction and support is given in order that the children make good progress;**

- Senior leaders develop clear and consistent structures and systems for all members of the School community that identify expectations for both learning and social behaviours;
- Children are given clear consistent direction about their expected conduct both in lessons and around the School;
- Teachers set standards of presentation and behaviour in class;
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what the children have done well and what their next steps in their learning are;
- Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Teachers and children develop accurate and timely use of the assessment performance descriptors for Reading, Writing and Mathematics in line with the 2014 Primary Curriculum;
- Teachers have a secure understanding of what each child is capable of in their class and will only accept appropriate outcomes for each individual, relative to their ability and moderate work within year groups, phases and across the school and the wider network of schools in order to support accuracy and consistency;
- Teachers have a secure understanding of progression within each core subject (English, Mathematics, Science and Computing); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.

**B5 At Packington we believe that effective teaching is when teachers demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;**

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school lead CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Undertaking reciprocal peer observations in order to support colleagues, further enhance their own practice and develop a learning ethos across the school.

**B6 At Packington we believe that effective teaching is when teachers apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;**

- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
- Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.

**B7 At Packington we believe that effective teaching is when teachers develop and sustain good links with parents/carers in order to support the children's learning;**

- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;
  - i. Formal opportunities such as parents/carers parents evening meetings, annual reports and meetings organised at the request of either school or parents/carers;
  - ii. Informal opportunities such as at the beginning and end of each school day, on educational visits and through extended schools opportunities;
  - iii. Inviting parents into school so that they can share their expertise in order to support children with their learning;
  - iv. Liaising regularly with parents and carers in a variety of ways including; sending home 'Class Assembly' invitations and postcards, home/school communication books and Reading Diaries;
  - v. Parents/carers, children and a members of school staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the School community.

**B8 At Packington we believe that effective teaching is when teachers develop and maintain safe, secure and inspiring classroom and learning environments;**

- Senior leaders, at all levels, and all staff take time to consider both the classroom and learning environments in terms of their safety and are continually looking for ways to improve them;
- The classroom and learning environments will be managed in a way that supports the development of learning; academic, social and emotional. Features of this will include:
  - i. Furniture being arranged to facilitate different types of learning; through whole class teaching, group work, one to one and also to ensure inclusion;

- ii. High quality classroom and corridor displays with a good balance between the celebration of children's work (annotated with the child's name and an explanation of the work or learning objective or success criteria) and displays that develop children's learning by providing expectation and/or support;
  - iii. Age and ability appropriate learning resources which are clearly labelled and accessible for all children as appropriate;
  - iv. High knowledge areas which encourage children to have an interest in books and reading, researching and investigating a broad and balanced curriculum;
  - v. All classroom and corridor displays will, as far as is practicable, reflect the school's values and vision;
  - vi. The acknowledgement by School leaders, at all levels, and all staff that communal areas within the school environment such as the playground, school hall and entrance hall contribute to the academic, social and emotional development of children and therefore receive due consideration and are developed accordingly;
  - vii. Understanding that the agreed list of non-negotiables for classroom including the development of an RE board, the use of learning journeys, working walls, Growth Mindset ladders and Character Education displays all contribute to the academic, spiritual, moral, social and cultural development of learners.
- Teachers ensuring that children have the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits.

**B9 At Packington we believe that effective teaching is when teachers demonstrate effective lesson organisation;**

- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate using the day-to-day assessment of the children's progress.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Teaching Assistants are well deployed and understand their role in the learning process, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

**B10 At Packington we believe that effective teaching is when teachers effectively assess and monitor children's progress in order that they can affect children's learning both within individual lessons and over time;**

- Senior leaders and all teachers maximise the opportunities to impact on children's learning through self-evaluation structures, the school's 'Accountability' structure and on-going classroom assessment and feedback. This will involve senior leaders and teachers engaging in the following activities and affecting practice accordingly;
  - i. The analysis of statutory assessment data to evaluate individual, group and cohort standards and achievement;

- ii. The regular assessment and tracking of children's standards and achievement in Reading, Writing and Mathematics in years 1-6 in relation to individual targets set;
- iii. The regular evaluation of progress shown by all children in years 1-6 (in the areas noted above) through discussion between senior/ subject leaders;
- iv. The regular monitoring of progress in Foundation Stage, establishing provision targets for individual and groups of children against assessment criteria within the Foundation Stage Profile;
- v. Class teachers regularly assessing children's understanding and progress both within lessons, at the end of lessons and over time in order to quickly recognise children's barriers to learning and moving swiftly to overcome them and using these assessments to inform the next stage of learning and the planning process;
- vi. Teachers providing encouragement, praise and rewards for the effort, outcomes and progress children make;
- vii. Teachers use diagnostic feedback to children; either verbally or in written form, which can be used by the child to improve their learning with the child becoming increasingly active within this process;
- viii. Children becoming increasingly involved in assessing their own and others learning and taking appropriate actions to develop this e.g. self-assessment against the lessons success criteria. earning
- ix. Teachers liaising with the School's SENCO in the formulation and implementation of any intervention programme including children's Personal Learning Plans (PLPs) and evaluating the impact of these on the children's learning.

**B11 At Packington we believe that effective teaching is when teachers use resources effectively, including other adults, to support children's learning;**

- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of our society and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

**B12 At Packington we believe that effective teaching is when teachers use technology effectively in order to support children's learning;**

- Senior leaders and teachers use the school's electronic assessment system to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

**B13 At Packington we believe that effective teaching is when teachers use questioning effectively to gauge and extend children's skills, knowledge and understanding;**

- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

**B14 At Packington we believe that effective teaching is when teachers are reflective regarding their professional practice and the overall provision the School offers.**

- Senior leaders and all staff are aware of the need to be both reflective and proactive in developing both the school and themselves in order to develop and sustain effective provision and practice. This is

exemplified through effective and robust school systems and structures within the accountability process including:

- a. School self-evaluation practices;
- b. The Performance Management Cycle;
- c. Bespoke whole, group or individual staff Continuing Professional Development
- d. The School's meetings cycle; including Governors, Senior Leaders, Summary SEF, teaching staff and teaching assistants.
- e. Informal support from colleagues at a variety of levels.

**Teaching methods will be enhanced by using a range of techniques, including:**

- Teacher demonstration of knowledge, technique and principle;
- Using schemes of work and strategies effectively;
- Use of appropriate resources, material, human and ICT.

Excellence is celebrated through display and performance by ensuring that all children feel that their contributions are valued in the following ways:

- Participation in lesson plenary sessions.
- Participation in class or school performances e.g. plays, quizzes, teams, orchestra, choir, sports events and talent shows.
- Awarding of points, stickers, certificates, Head teacher awards.
- Focused praise from teachers, support staff and adult helpers.
- Celebration and achievement (Growing and Glowing) assemblies.
- Displays of children's work.

**C. What is a good lesson?**

At Packington Church of England Primary School we believe that there is no set formula for what comprises a good or outstanding lesson and instead it is important that we take consideration of the impact of teaching strategies on the amount of progress learners make rather than whether a teacher introduces the lesson objective at the beginning of a lesson. However, lessons may compromise the following elements:

- C1 Planning - Before the lesson
- C2 Introduction to the lesson
  - An inspirational hook
  - Real life problem solving
  - A grapple task
- C3 Main teaching
- C4 Group teaching and independent activities
- C5 End of the lesson; plenaries and/or mini plenaries within the lesson
- C6 Use of assessment and evaluation - before, during and after the lesson.

**C1 Planning - Before the lesson teachers will:**

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps (This may also include a pre-unit assessment to enable teachers to plan for the specific needs of pupils - The teacher may use an assessment grid (appendix 2) to measure what a child already

knows about a new concept or theme - this may also be used as an end of unit assessment to measure progress);

- Establish a clear learning goal 'I am learning to/about' in 'child friendly' language arising from this assessment, the steps to success (success criteria) that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links e.g. the use of maths in an RE topic on why do people believe God exists;
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

### **C2 Introduction to the lesson - A good introduction to a lesson will include:**

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Focussed questioning.
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- The teacher may use a 'grapple' task to introduce a lesson so that learners have to use their knowledge and skills to work out how to solve a problem that involves a new concept. The grapple task should be just beyond their learning level and the teacher should take the opportunity to discuss strategies that children use to work out the problem,
- Sharing the learning goal and lesson's steps to success (success criteria) with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling;
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities (teachers may include opportunities for paired/ partner discussion/ work);
- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

### **C3 Main teaching - The main teaching part of the lesson will include:**

- Informing the children of the learning, steps to success (success criteria) and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- Differentiated activities that provide support and challenge;

- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours;
- If necessary flexibility and the ability to adapt a lesson, particularly if it doesn't go to plan.

**C4 Group teaching and independent activities – This part of the lesson will include:**

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults both class based TAs and other Learning Support or adults, in order to support learning and/or move it forward;
- Adults circulating to make timely interventions that move learning forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing.

**C5 End of the lesson – A good plenary or series of mini plenaries will include:**

- Reference to the learning that has taken place and steps to success (success criteria);
- Teachers and increasingly children making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success (particularly colouring a square red, amber or green to indicate how well they have understood the work);
- Children receiving positive and diagnostic feedback about their effort and work;
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

**C6 Assessment and evaluation – after the lesson good assessments made by the teacher will include:**

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's success criteria, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why;
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again;
- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking policy);
- Using assessment to inform future planning and next steps in learning and the assessment grids and performance indicators for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

**Curriculum Planning**

- 1) Packington Church of England Primary School's planning is based on the following requirements:
  - The Primary National Curriculum 2014;

- the Early Years Foundation Stage Framework;
  - the Leicestershire Agreed Syllabus for Religious Education;
  - Understanding Christianity  
and most importantly;
  - the needs of the children we are teaching.
- 2) Long Term Planning
- Our 'Whole School Curriculum Map' and individual Year plans (Y1-6) plot the content covered from reception to year six for each individual year group and each curriculum area;
  - It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.
- 3) Medium Term Planning.
- We use the planning provided by the National Curriculum Programme of Study for each subject, although we may alter sections in order to meet the needs of our own children if appropriate.
  - In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.
  - We teach some subjects such as RE through a blocked unit of work. As a result, we may spend a whole week on a subject or teach a unit over a block of weeks.
  - Staff produce a medium term plan for a block of time or unit of work, they may cover a half term or term of work or merely cover a few weeks depending on themes being taught. Teachers submit their medium term planning to the headteacher and also send out an overview to parents.
- 4) Short Term Planning
- Staff produce weekly planning which provides information about the daily teaching and learning objectives and activities being taught in each class. The plans identify the learning objectives, success criteria, deployment of other adults, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.
  - Planning is submitted to the head on a weekly basis and is monitored by the headteacher or subject leaders according to school improvement priorities.

### **ICT/ Computing**

Computing, as a discrete subject or as a key resource, is embedded to enhance the whole curriculum and is used as a management tool for analysing data and supporting target setting.  
See also ICT/ computing Policies.

### **Homework**

Homework should be meaningful and extend classroom work and as such homework is considered to be a valuable element of the learning and teaching process.

- It is expected that all pupils will complete homework on a regular basis and develop responsibility for their own learning.
- The homework activities will lead to discussion between children and parents.
- All homework activities will have a direct link to work carried out in school.

See also Homework Policy and Parents Homework Booklet

### **Strategies for ensuring continuity and progression**

- Planning: long, medium and short
- Schemes of work/ strategies

- Subject Leaders role
- Staff meetings
- Effective marking
- Feedback to pupils
- Assessment (including assessment for learning) and target setting.
- Liaison and collaboration
- Feedback to parents
- Governor monitoring.

### **Strategies for the use of resources**

Classroom resources are the responsibility of the classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- All children know where resources are kept and the rules about their access and use.

Central resources are the responsibility of subject leaders.

Stationery is ordered and stored centrally.

Time is a resource that we value. To maximize its use:

- Children will be encouraged to take greater control of their own learning as they progress through school, including the use of time;
- Time wasting will be reduced by ensuring that tasks are made specific and clearly defined;
- All children will engage in useful activities as soon as they enter the classroom and know what to do between the end of the activity and the end of the session.
- Lessons will be designed so that they predominantly involve pupils in 80% doing and staff will plan activities so pupils are not sat in lessons waiting for their turn and disengaged from activities.

### **The Role of Teaching Assistants**

We deploy teaching assistants and other adult helpers as effectively as possible. They support the teaching; either through direct delivery or by enabling access for identified children. They may also prepare appropriate resources and support assessment procedures. Sometimes they work with individual children, small groups or larger groups.

They will liaise with the class teachers and SENCO when appropriate to support, follow and deliver the learning objectives in teachers planning, personal learning plans or specific strategies such as Write Away Together and Talk for writing. They may on occasion develop their own planning (HLTA). Teaching assistants will, as teachers, be supported to develop their skills and improve their practice. Other adult helpers also assist with supporting pupils, for example with reading, art activities and with the preparation of resources.

### **The role of governors**

Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;
- Visit school, talk to staff and pupils, look at books and observe teaching.
- check teaching environments and resources in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching and progress in learning;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the Head Teacher's report to governors, and a review of CPD training sessions attended by staff.

### **The role of parents**

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

- by holding parents' evenings to explain our school strategies for literacy, maths and relationship education;
- by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during the term at school;
- by sending information to parents about new initiatives or specific work that is being undertaken eg Anti-Bullying Week, Character Education work or our Christian values;
- by sending reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with children and support for older children with their projects and investigative work.
- By holding regular *Growing and Glowing* assemblies to share children's progress and celebrate achievement.

We believe that parents have responsibility to support their children and the school in implementing school policies. We therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and in learning in general;
- to fulfil the requirements set out in the home-school agreement.

### **Pupils**

***In order to achieve our aims for learning and teaching, children will:***

- Be prepared to listen to adults in school and one another;
- Understand, accept and follow routines;
- Be prepared to work and share with others;
- Be prepared to take a risk, not give up and learn from mistakes;
- Be prepared to take increasing responsibility for themselves, their equipment and their work;
- Be tolerant and understanding, with respect for the rights, views and property of others;

- Be punctual and ready to begin lessons on time.

### **Behaviour Management**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider school environment.

### **Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy and Feedback and Marking Policy)**

1. Children's standards and achievements across the curriculum are assessed in line with the School's Assessment Policy. Assessment for years 1-6 includes:
  - a) On-going assessment practices within class and group sessions, including the sharing of and reference being made to lesson objectives and success criteria and self and peer assessments of understanding, outcomes and progress.
  - b) Marking of children's work; against the learning objectives, success criteria and for accuracy of answer and diagnostically (regularly in line with school expectations - see marking and feedback policy).
  - c) Formal assessments from the Ashby Assessment Grids for English and Mathematics and Key Performance Indicators for year 2 and year 6 at the end of every term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the school's electronic assessment system.
2. Children's standards and achievements in the Foundation Stage are assessed in line with the Foundation Stage Profile. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.
3. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the accountability process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school improvement work.
4. All children in years 1-6 have individual assessment targets both in terms of National Curriculum and within on-going assessment and diagnostic marking practices. Progress against these targets is reviewed regularly by the class teacher, subject leaders and other senior leaders. This information is used by each of these to affect provision and school development.
5. Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at parents' evenings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects.
6. Summative Assessment  
The school's arrangements for formal assessments throughout the year are outlined in the Assessment Policy. Results from these assessments are used for targeting and tracking purposes to ensure progress and achievement in learning.
7. Formative Assessment
  - a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
    - Recap of previous knowledge at the start of lessons;
    - Adult observation of children's responses to questions;
    - Adult observation of children on task;
    - Use of steps to success/ success criteria against learning;
    - Continuous feedback throughout the lesson;
    - Self and peer assessment;
    - Plenary activities;
    - Marking linked to learning and success criteria and giving indicators for improvement of work.

- b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Learners have time set aside to absorb teacher's comments and to indicate to their teachers how well they understand the concept being taught. Children who indicate they have not understood features of a lesson will be given additional support.

### **Record Keeping**

- Records are kept of all summative assessments undertaken and of other assessments throughout the year. Details of these are contained in the Assessment Policy.

### **Inclusion**

- Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Packington is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.
- Children who receive additional or extra support, including those with Education Health and Care Plans, have person learning plans (PLP's) specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

### **Good Practice**

The staff use the OFSTED and SIAMS evaluation schedules to help them identify what constitutes good and outstanding teaching and learning. Staff regularly revisit and review these criteria to improve practice and performance and to set targets for future improvement.

We believe in sharing and developing good practice. This will take place:

- Through the sharing of good practice within the school through staff mentoring and coaching
- Through feedback to staff of issues raised during monitoring (planning, classroom observations, work scrutiny),
- through utilising the skills and expertise of staff to lead curriculum areas and provide specific training to others,
- when auditing and reviewing policy and practice in order to raise standards,
- Through cascading skills, expertise and knowledge acquired from attending courses and workshops.
- Through the development of collaborative projects within our network of schools
- Through school improvement work with FWTSa, ALC and Unity.
- Through additional support from our teaching networks as well as out sourced professional development

Staff meetings will include time for staff to feedback on courses/ lead developments as a result of courses attended.

We further believe that we have a duty to share good practice with other educational establishments and as such will work with schools within the Ashby Learning Community (ALC), Forest Way Teaching School Alliance (FWTSA) and Unity to share good practice.

### **Monitoring and Review**

- We have a commitment to systematic monitoring and evaluation in order to maintain and develop good practice and ultimately to improve the quality of educational provision and the quality of learning and teaching. Monitoring the quality of learning and teaching is a key priority and as such this policy needs to be read alongside the Monitoring and Evaluation Policy.
- Staff and governors regularly work together to monitor learning and teaching and seek improvements. This they do through reviewing against OFSTED and SIAMS criteria and through a planned programme of focused monitoring activities that relate to key priorities identified in the School Improvement Plan (these monitoring activities include the monitoring of planning, classroom observations, work scrutiny, moderation and pupil interviews). The Headteacher and staff carry out monitoring activities to judge the effectiveness of teaching and learning in the school as part of the schools ongoing self-evaluation as well as the impact of any actions to improve teaching and learning. Staff will carry out monitoring as peers and as subject leaders. A variety of proformas have been developed to gather evidence and support critical analysis so that judgements can be made on the standard of learning and teaching and identify areas of strength and weaknesses (see Teaching and Learning File and MER File). All monitoring is fed back to staff for discussion, either individually or as a team and appropriate action plans are produced. At five key points over the year staff meet together at a Self-evaluation Summary Meeting where they share monitoring and review outcomes, consider strengths and weaknesses and agree a summary judgement for the school based on the evidence to date. As part of the process staff also identify short - term actions for improvement before the next SEF Summary meeting as well as longer term actions to be included in the School improvement plan. Similarly, governors meet with the headteacher or invited staff at their own Self-evaluation meeting to share monitoring, identify strengths and weaknesses, share the outcomes of staff self-evaluation meetings, agree a judgement and identify short and long term actions. This enable the governors to effectively support and challenge the school and ensures that there is a direct link between monitoring and evaluation and school improvement planning.
- We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or earlier if necessary.
- This policy will be monitored through reports of the Head Teacher and the Subject Leaders to the governing body followed by focussed classroom observation.

### **Policy Links**

This policy should be read in conjunction with curriculum policies (English, Maths etc), the feedback and marking Policy, the monitoring and review policy, the assessment policy the performance management policy, the target setting policy, the behaviour policy, the SEN policy, More-Able Policy, outdoor visits, the homework policy and the home school agreement.

September 2017

**Appendix 1 Our School Christian Values and Characteristics**



# Packington Church of England Primary School – Christian Values and Characteristics



## Our Christian Values

- Thankfulness
- Forgiveness
- Peace
- Endurance
- Friendship
- Trust
- Justice
- Compassion

**Academic**  
Creativity  
Curiosity  
Passion for Learning  
Managing Impulsivity (self- control)  
Reasoning  
Perseverance  
Listening  
Questioning  
Teamwork  
Pride  
Concentration  
Imagination  
Making Links  
Revising/ improving  
Imitation  
Communication  
Metacognition  
Problem Solving

Integrity  
Humility  
Kindness  
Respect & tolerance  
Inclusiveness  
Co-operation

**Emotional Well-being**  
Resilience/ grit  
Courage  
Risk taking  
Confidence  
Optimism  
Self –efficacy (self- belief)  
Self-esteem  
Empathy  
Feeling safe and secure