



Cliddesden Primary School

Teaching and Learning Policy

November 2017

This policy will be reviewed every 2 Years.

Ratified by: The Governing Body Curriculum and Standards Committee

November 2017

1. Aims of the teaching and learning policy

This document outlines the fundamental aims, which underpin all high quality teaching and learning at Cliddesden Primary School. This policy sets out clear expectations of high quality teaching and positive learning which raises standards of achievement across the whole curriculum.

Cliddesden School aims to equip each child with the skills, confidence and knowledge that will be of use to them far beyond their primary experience through providing an inclusive environment mindful of their social, moral, cultural, physical and spiritual development.

The school aims to achieve this by:

- ◇ Having high expectations for the achievement and progress of all our children.
- ◇ Establishing and setting out clearly agreed guidelines and approaches, which underpin teaching and learning throughout the school.
- ◇ Aiming to develop independence and problem solving skills within a skills-based, thematic curriculum.
- ◇ Ensuring consistency across the school together with age-appropriate progression in classroom provision.
- ◇ Sharing good practice and identifying aspects of classroom practice in need of further development and support.
- ◇ Supporting triangulation of monitoring that evaluates and develops excellent practice.
- ◇ Having rigorous assessment procedures.
- ◇ Using a range of creative methods when teaching and recording - allowing a degree of independence.

2. Effective Teaching & Learning

2.1 Our aim at Cliddesden is for pupils to respond readily to the challenge of the tasks set, show a willingness to concentrate, and make good progress. To adjust well to the demands of working in different contexts, selecting appropriate methods and organising effectively the resources they need. Work is sustained with a sense of commitment, excitement and enjoyment. Pupils need to be confident and alert; able to raise questions and to persevere with their work when answers are not readily available. Through promoting positive learning behaviours, pupils are provided with the tools to evaluate their own work and come to realistic judgements about it. Where appropriate, pupils readily support one another as part of the learning process.

The teachers at Cliddesden expect children to:

- ◇ Feel secure and confident in the knowledge that they are valued as individuals in an environment which allows for different rates of progress.
- ◇ Respond readily to the challenge and stimulation of the purposeful tasks set, show a willingness to concentrate on them and make good progress.
- ◇ Understand what they are doing, evaluate how well they have done and with encouragement, reflect on ways to improve their work.

- ◇ Be motivated and encouraged to work towards higher standards through praise, guidance and positive reinforcement.
- ◇ Be able to work within different contexts, select appropriate methods and effectively organise the resources they need.
- ◇ Feel safe and happy in an environment that encourages good relationships, collaborative working practices and mutual support.
- ◇ Know that their parents have realistic expectations about their children's abilities and will support them in their attendance, effort and participation in all school events.
- ◇ To understand and support the SMSC agenda.
- ◇ To raise aspirations by exposing the children to a variety of experiences both socially and economically to prepare them for their future lives.

2.2 At Cliddesden, pupils progressively acquire knowledge, skills and understanding. Lessons have clear aims and are driven by specific objectives and success criteria. They cater for the learning of pupils with differing abilities (including More Able and Special Educational Need/SEN) and interests, and ensure the participation of all through visual, auditory and kinaesthetic styles. Teaching methods are adapted to the subject being taught and the needs of the pupils. Lessons demonstrate high expectations for all pupils with high but attainable challenges. Differentiated homework is set regularly to extend basic skills and complement the learning in class. For further details, please see the Homework Policy.

2.3 Mindful that people learn in different ways and respond best to different types of input (visual, auditory and kinaesthetic), we must deliver teaching in different ways to address pupils' needs.

Good practice involves a range of the following:

- ◇ Scaffolding
- ◇ Clear adult roles
- ◇ Cut-away groups
- ◇ Using prior knowledge
- ◇ Visual support
- ◇ Repetition
- ◇ Speaking & listening, using a range of vocabulary
- ◇ Open questioning
- ◇ Teacher modelling
- ◇ Peer modelling
- ◇ Directed, differentiated questioning
- ◇ Differentiated tasks
- ◇ Whole class discussion
- ◇ Research projects
- ◇ Self & peer assessment where appropriate
- ◇ Mixed ability groupings
- ◇ Collaborative activity
- ◇ Independent working
- ◇ Paired work
- ◇ Reflective learning
- ◇ Note taking
- ◇ A range of inspiring and interesting resources

- ◇ Use of equipment for demonstration and reinforcement, including ICT
- ◇ An awareness of cultural diversity

2.4 At Cliddesden Primary School we ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe, feel they belong and make a difference. Pupils enjoy learning and being challenged, secure in the knowledge that they will succeed.

3. Promoting pupil achievement, learning and development

One of the most important aims of the school is continually to improve the quality of teaching and learning in order to promote pupils' achievement. To do this Cliddesden has high expectations and uses target setting in a variety of ways so that each child can achieve his/her full potential. Teachers use diagnostic marking that enables children to improve their work, move forward in learning, and sets challenges and targets.

The school ensures that teachers, pupils and parents are aware of these expectations, which are communicated through welcome year group meetings at the start of the year, the Headteacher's newsletters, the school website, information and expectations booklets, creative curriculum parent booklets and displays throughout the school.

4. Roles & Responsibilities

4.1 Teachers

Teachers will:

- ◇ Maintain a sound and up-to-date knowledge of all subjects taught, schemes of work and the National Curriculum and Early Years Foundation Stage (EYFS) by attending appropriate courses and using the specialist knowledge of Co-ordinators.
- ◇ Provide a challenging and stimulating thematic, skills-based creative curriculum, linked to the National Curriculum, designed to enable all pupils to reach the highest standards of personal achievement and create purpose for writing.
- ◇ Ensure that skills in reading, writing and speaking and listening receive the highest priority and are addressed across the curriculum.
- ◇ Use a variety of teaching methods and strategies which enable all pupils to learn effectively and to become independent and collaborative learners.
- ◇ Develop freedom to promote problem solving.
- ◇ Have high expectations of pupils' attainment and behaviour at all times.
- ◇ Deliver lessons that have clear objectives and learning outcomes, are challenging (yet not defeating), well paced, stimulating and enjoyable, and which employ a variety of teaching methods.
- ◇ Ensure all children have equal access to the curriculum by recognising and supporting the needs of each child according to ability, aptitude, special educational need, more able and bilingual learners.
- ◇ Provide a mixture of teaching styles and groupings that encourage children to become independent and collaborative learners.

- ◇ Ensure that learning is progressive and continuous.
- ◇ Demonstrate good or better subject knowledge and understanding, reflecting current developments.
- ◇ Plan effectively, setting clear objectives that the pupils are able to understand.
- ◇ Ensure that marking is up to date, assessing pupil's work thoroughly and providing constructive feedback and achievable targets.
- ◇ Keep regular assessment records and tracking progress to identify individual needs that inform planning.
- ◇ Plan focussed activities to observe children's development.
- ◇ Provide a challenging, interactive and stimulating environment including celebrating children's work.
- ◇ Use Information Communication Technology effectively to enhance and enrich children's learning.
- ◇ Be technically competent in teaching basic skills.
- ◇ Plan for the effective use of support staff and voluntary helpers.
- ◇ Use homework effectively to reinforce and extend learning in school.
- ◇ Encourage all children to achieve a high standard of personal achievement.
- ◇ Make effective use of support staff or voluntary helpers within the class to promote the children's learning.
- ◇ Implement all school policies.
- ◇ Work collaboratively, with a shared philosophy and commonality of practice to ensure whole school success.
- ◇ Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of adult life.
- ◇ Provide an open door policy for pupils and parents to build good relationships in the community.
- ◇ Maintain a professional attitude at all times by being good role models by being punctual, well prepared and organised.
- ◇ Have a positive attitude to change, being adaptable and flexible in the development of his/her own expertise as a reflective practitioner.
- ◇ Be willing to listen to constructive criticism and learn from others.
- ◇ Work towards year group targets.
- ◇ Have appropriate high expectations and demand a high quality of work and presentation from all pupils.
- ◇ Establish clear, consistent and realistic standards of behaviour and be fair with children.
- ◇ Be sympathetic and responsive to the needs and aspirations of all children, families and the community.
- ◇ Support pupil wellbeing.

4.2 Support Staff

There may be other adults working in the classroom alongside the teacher. These may include Learning Support Assistants, specialist teachers, an Emotional Literacy Support Assistant, parents and other volunteers.

The learning intention and focus group for activities is discussed beforehand with additional adults to help clarify their role.

The adults support the teacher through a wide range of strategies, for more details please refer to the Inclusion Policy.

Volunteers also come in the form of students on placement or work experience. Teachers should take the time to explain their role within the classroom and be fully prepared for the activity they are working on.

4.3 Governors

The Governing Body are responsible for the quality of teaching and learning within the school, the monitoring of which is delegated to the Headteacher.

Governors work towards the school's aims by:

- ◇ Working as a cohesive, focused unit, creating a sense of common purpose and identity amongst teaching staff.
- ◇ Being approachable so that teachers, parents and the community are able to feel that they have somebody to go to.
- ◇ Overseeing the implementation of the National Curriculum, EYFS and schemes of work for each of the subjects taught.
- ◇ Ensuring implementation of new strategies, policies and guidelines suggested by the DFES.
- ◇ Agreeing, reviewing and updating existing school policies.
- ◇ Joining sub-committees, responsible for meeting with other governors and members of school staff to ensure smooth running and management of different areas of the school.
- ◇ Meeting with school staff to discuss action plans and look at other areas of need.
- ◇ Ensuring that the school buildings and premises are used optimally to support teaching and learning.
- ◇ Monitoring the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, termly Headteacher's report to governors, and a review of the in-service training sessions attended by staff.
- ◇ Visiting school as often as commitments allow in order to have an overview of day-to-day life in school.
- ◇ Attending regular governing body meetings.
- ◇ Being a critical friend.

4.4 Parents

We believe that parents have a fundamental role to play in helping children to learn. We do the following to help parents support their child's learning:

- ◇ Hold a range of group and individual parents' meetings to explain our school strategies for literacy, numeracy and health education.
- ◇ Share a curriculum overview with parents, at the start of each term, which outlines the topics that the children will be studying during that term at school.
- ◇ Send parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further.
- ◇ Explain to parents how they can support their children with homework, and suggest, for example, regular shared reading with their children, and support for older children with their projects and investigative work.

- ◇ Update parents regularly through the school website.
- ◇ Encourage a shared vision through the Home School Agreement.
- ◇ Invite to attend educational visits.
- ◇ Encourage in-class support, for example, reading.
- ◇ Encourage parents to attend curriculum evenings, parent workshops, designated parent courses and other school events.

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

- ◇ To ensure that their child has the best attendance and punctuality record possible.
- ◇ To ensure that their child is equipped for school with appropriate clothing and a 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 provide support for discipline within the school.
- ◇ To promote a positive attitude towards school and learning in general.
- ◇ To participate in discussions concerning their child's progress and attainments.
- ◇ To support their child with reading, homework and other school-related activities.
- ◇ To encourage their child to become increasingly independent and responsible as he/she progresses throughout the school.

5. Assessment

Assessment is a fundamental part of teaching and learning. It helps teachers to plan work matched to a child's level of attainment and helps children progress; it is integral to the whole Teaching & Learning process.

5.1 Assessment for learning:

- ◇ Demonstrates what pupils can achieve.
- ◇ Is part of effective planning.
- ◇ Influences future planning.
- ◇ Focuses on how students learn.
- ◇ Is central to classroom practice.
- ◇ Has an emotional impact by promoting children's self-esteem.
- ◇ Encourages self-assessment.
- ◇ Promotes commitment to learning objectives and success criteria.
- ◇ Helps learners know how to improve.
- ◇ Recognises progress from child's previous best.
- ◇ Motivates learners.
- ◇ Identifies the next steps of learning (EYFS).

At Cliddesden Primary School, Assessment for Learning is part of teachers' practice. Teaching staff employ a range of the following strategies to help children develop their own learning:

- ◇ Interactive strategies eg whiteboards.
- ◇ Asking children to assess their own understanding at the end of the lesson in relation to

- ◇ the Learning Objective using a variety of methods such as traffic light colouring.
- ◇ Use of the plenary and mini-plenaries to assess, reinforce and extend children's learning through the use of self-evaluation, interactive strategies and future learning.
- ◇ Diagnostic marking and feedback that enables children's next steps, independent re-drafting and sets challenges and clear targets.
- ◇ As part of formative assessment, use concept maps or key questions to ascertain prior learning, and comparing this with learning gained throughout the topic.

5.2 Assessment Records

The teachers' records identify individual pupils' achievements. Teachers use these records to review pupils' progress and to set appropriate learning targets. Records are used to help teachers to evaluate the effectiveness of teaching and influence lesson preparation and planning.

5.2.1 Class Records

Each class teacher keeps track of the following for each child per term:

- ◇ Learning targets for reading
- ◇ Learning targets for writing
- ◇ Number targets for numeracy
- ◇ Numeracy Assessment
- ◇ Science Assessment
- ◇ Phonics checklist
- ◇ Guided Reading Record files
- ◇ Pupil tracking files
- ◇ SEN register
- ◇ Progression Tables
- ◇ Pupil progress tracking sheets
- ◇ Pupil progress action plans
- ◇ Personal Learning Plans

5.2.2 Testing

- ◇ Children in Reception are assessed on entry within the first half term. This information is of vital importance as we track children's achievement throughout their time at school. This information can be found in the pupil tracking files which are kept with each class teacher.
- ◇ For Years 2 (teacher assessment) & 6, end of Key Stage SATs testing is completed in the Summer Term. Results are analysed and key findings shared with staff, parents and governors for future teaching and learning implications and on-going school improvement. Year 2 and 6 pupils will also be assessed at half-termly intervals during the year using past SATs papers where appropriate alongside on-going teacher assessments.
- ◇ Years 1, 3, 4 & 5 take Rising Stars assessment week during the autumn and spring terms and summer terms. Papers are marked and levelled and give teachers good indicators of performance which is triangulated with on-going teacher assessments and pupil progress.
- ◇ Year 1 phonics check.

- ◇ Additional termly Salford tests for children on SEN register at beginning of year and in summer term for key children.
- ◇ Termly Vernon spelling tests for children on SEN register at beginning of year and in summer term for key children.
- ◇ Weekly spelling tests based on homework task.

School procedures should be followed carefully. Please refer to the school's Assessment and Marking policies for further details.

6. Evaluations and Monitoring

The Headteacher and Subject Co-ordinators oversee the effectiveness of the teaching and learning throughout the school. Leadership and Co-ordinators monitor planning and report back to class teachers. One planning folder per class group will be monitored weekly.

Subject Co-ordinators also observe lessons and audit books to support the levels of achievement in each subject. The Headteacher and Inclusion Manager target pupil groupings to match teaching methods to children's individual needs.

7. Monitoring and review

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 two years, or earlier.