

## Lockington CE VC Primary School



### Teaching and Learning Policy

Date Policy Formally Agreed By Governors	7 <sup>th</sup> December 2017
Date Policy Becomes Effective	December 2017
Review Date	October 2019

#### 1. Introduction

Teaching and learning is part of a lifelong learning continuum which begins before a child starts school and continues throughout life. It should be a rewarding and enjoyable experience.

Through our teaching, we equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. Appropriate teaching and learning experiences help children to lead happy and rewarding lives.

#### 2. Mission Statement

“Our school is committed to working together to develop lively, enquiring minds and promote outstanding standards of achievement for all in a happy, safe and caring environment, based upon Christian values which encourage all to show respect, acceptance and understanding of others.”

#### 3. Aims and Objectives

Education involves children, parents, staff, governors, the community and the local authority. For optimum benefit, all should work together to support pupils' learning.

Working together, we aim to:

- Equip pupils with the means of becoming happy, healthy adults and valuable citizens.
- Encourage every member of the school community to strive for excellence, be proud of their achievements and value the positive ethos of the school.
- Provide high quality inclusive education based upon a rich and varied curriculum, engaging pupils to become inspired by the diverse world around them, secure in the basic skills and the use of new technologies.
- Promote self-confidence by providing a secure environment where all can achieve their full potential through motivation, support and recognition.
- Value first hand experiences, promote creativity and develop the ability of pupils to approach problems effectively.
- Help each child to think and learn independently and co-operatively, thereby developing lively, enquiring and critical minds

- Support personalised learning by giving clear guidance and direction for each individual child, building on prior achievements.
- Promote, through Christian values, a culture of care and consideration for all members of the school, the wider community, other cultures and the environment.
- Promote spiritual, moral, social and cultural development and the fundamental British Values of: democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To promote worship and maintain strong links with the Christian Church, whilst respecting parental rights for withdrawal.
- Develop an understanding of the need for good behaviour, good manners, self-discipline and personal responsibility.
- To provide extended school opportunities and thereby nurture links between school, home, Church and the community, including businesses.
- To manage and provide quality resources and ensure best value for money.
- To prepare children for a smooth transition for the next step in their education and help lay the foundations for life-long learning.

### **3. Effective Learning**

Children enter school at different stages of development. They learn in different ways and make different rates of progress at different times.

Children's learning develops through a variety of processes and learning styles. These include:

- investigation and experimentation;
- problem-solving and decision-making;
- research and discovery;
- listening, including listening and responding to music and audio material;
- talking and discussion including debates and oral presentations;
- asking and answering questions;
- play, including 'small world' play, role play and child-initiated play;
- observation and visual strategies;
- practical exploration;
- imagining and creating;
- designing and making;
- retrieving information;
- the use of ICT to support learning; repetition;
- athletic or physical activity;
- fieldwork and visits to places of educational interest.

We recognise each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values. We ensure that learning is accessed by as many means as possible, e.g. visual, auditory and kinaesthetic (VAK).

Pupils should be given opportunities to take part in learning organised in a variety of ways, including group work; paired work; independent work and whole-class work.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and feel that they will succeed, because the learning challenge will have been set at the right level. We want children to feel a sense of 'ownership' of their own learning, and not to feel that education is something which is done to them.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn so they know what helps them learn and what makes it difficult for them to learn. Success criteria based upon key aspects of learning are used to audit learning.

We help children to understand different types of learning. These include 'new learning' and 'consolidating learning'. Teachers ensure that lessons are rich with the former, but that children have sufficient opportunities to ensure that previous new learning is securely embedded, through practice and improvement. We encourage children to recognise when they are 'treading water' in their learning, and unnecessarily and repeatedly re-practising things which they have securely learned already. We also want them to recognise when they are overloaded with new learning, which is too much for them to cope with. By encouraging children to recognise and talk about their learning in these ways, they can become partners in learning with their teachers, who will be able to better match their teaching to the learning needs of individual children.

Pupils learn best when:

- they are happy, healthy and alert – receptive and positive;
- they are interested and involved – learning is relevant and stimulating;
- the purpose of a task is understood – they understand why they are doing it;
- they feel secure – in terms of environment, relationships and learning;
- they feel valued – teachers and other adults care about their development as learners;
- they have opportunities to explore and take risks;
- they are actively involved, making choices and taking responsibility in their learning;
- they have an element of control and can work with independence;
- they receive positive feedback and praise for achievements;
- the learning environment is well-organised and resources are easily accessed;
- tasks are differentiated - matched to the child;
- learning is built on existing knowledge and experience;
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas;
- the teacher is knowledgeable, enthusiastic and motivated;
- They have clearly defined targets which they can successfully achieve e.g. appropriate time scale.

Effective learning is ensured through the process of monitoring successful teaching and pupil's learning outcome i.e. Baseline Assessment, reading ages and SAT results.

#### **4 Effective teaching**

Teaching is structured to maximise learning opportunities and lessons are planned in accordance with these principles:

- Teaching builds on previous learning to ensure continuity of progression;
- Pupils should be made aware of the 'big picture' and understand how the lesson fits into this;
- Learning objectives should be clear so pupils know why the lesson is important;
- Lesson should incorporate opportunities for a range of learning styles;
- Children should be given opportunities to reflect on and review what has been learnt;
- There should be planned opportunities for feedback to the children, celebrating success, reviewing learning strategies, and assessing learning;
- Teachers should indicate what the next step in learning will be.

Linked to the above, successful teaching should be:

- confident – teachers have a clear understanding of subject knowledge and setting objectives;
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils;
- interactive – pupil's contributions are encouraged, expected, extended;
- characterised by high quality oral work;
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed;
- Informed – by assessment outcomes.

Teachers should have high expectations: optimism and high expectation of success.

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 school's curriculum plans to guide our teaching.

#### Planning and Assessment for Learning

All teaching will be structured to maximise learning opportunities and activities will be planned in accordance with the following principles:

- the teaching should build on previous learning;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should develop core skills in English, Maths and ICT through a variety of opportunities;
- it should allow opportunities for the children to review and reflect on what has been learnt at regular intervals throughout the lesson;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- The teaching should make success criteria explicit and indicate what the next step in the learning will be.

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.

Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- Reviewing what has been learned, how it was learned and how it will be used.

Teachers make formative assessments of each child's progress and 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 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 Individual Education Plans (IEPs). Teachers modify teaching and learning activities 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 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/carers. We review the progress of each child at the end of the academic year, and set revised targets.

Termly/half-termly plans are submitted to the Headteacher and weekly plans for English, Mathematics and foundation subjects are displayed in classrooms at the beginning of each week. Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. We are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

We plan our lessons with clear learning objectives. We take these objectives from the Early Years Foundation Stage (EYFS) and the National Curriculum (2014). Our lesson plans contain information about these objectives (which may differ for groups of different ability), the planned learning activities, the resources needed, and the way in which we will assess the children's learning. We evaluate all lessons so that we can modify and improve our future teaching.

We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

In our lessons, we ensure that the learning objectives are shared with and understood by the children, and, to that end, are expressed in appropriate, child-friendly language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children, to ensure that they have full understanding of them. Learning objectives and success criteria will normally be displayed in lessons.

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by: pace; content; task; relevance; resources; extension; autonomy; outcome; teacher/adult support. Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made to Individual Education Plans where appropriate.

Pupils with special educational needs (and more able children) receive additional support. Extra support is given in the classroom by teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it.

Staff 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; we treat them fairly and give them equal opportunity to take part in class activities. We set and agree with children the class charter, 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 behave inappropriately, we follow the guidelines for sanctions as outlined in our policy on Behaviour and Discipline.

All tasks and activities that the children engage in should be safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

Our classrooms are attractive learning environments. We change displays frequently, so that the classroom reflects the topics studied by the children and supports their new learning. We ensure that all children have the opportunity to display their best work. We also use 'working walls' and displays of work in progress in order to demonstrate effective learning strategies and to model good practice. Other displays also showcase the highest standards to ensure that all have high expectations of what children can achieve.

All classrooms have a range of dictionaries, thesauruses and of both fiction and non-fiction books, as well as displays relating to English and mathematics. We use displays as resources for learning, often providing 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.

All of our teachers reflect on their strengths and weaknesses, and their professional development is planned accordingly. We do all we can to support our teaching staff in developing their skills, so that they can continually improve their practice.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;
- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a life-long process and not just restricted to school hours.

The schools agreed practice for homework is that:

- homework is set on a regular basis, for all years, in line with our homework policy;
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings;
- homework may sometimes consist of preparation for work yet to be done;
- children should understand exactly what they are expected to do, how to do it, and how long it should take;
- homework should sometimes involve the participation of the parents;
- children who have made insufficient effort during class time may occasionally be asked to complete work at home.

## **5. Resources**

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand;
- all children know where classroom resources are kept and the rules about their access and use;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- the library is a valued resource and used appropriately;
- children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area, and will be regularly audited by the subject leaders. Consumables will be replenished as necessary. Staff may contact subject leaders with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.

The use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

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

- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- opportunities for learning are maximised by ensuring that tasks are made specific by focused objectives;
- teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through the provision of appropriate resources and planning extension activities;
- all children engage in useful activities upon entering the classroom and know what to do between the end of an activity and the end of a session.

Computing is a major resource, which is used across the whole curriculum.

Health and Safety issues are the responsibility of all who work in the school. The Headteacher, administrative officer and caretaker are nominated as Health and Safety representatives and all problems should be reported to them.

## **6. Roles and Responsibilities**

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.
- Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.



Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

The role of the headteacher and other senior leaders

The headteacher and other members of the senior leadership team are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:

- the formal performance management and appraisal of teachers, involving lesson observations;
- team teaching and working alongside teaching colleagues;
- leading lesson study activities, when teachers plan, observe and evaluate their children's learning;
- talking to children about their learning in lessons;
- scrutinising pupil's work in their books;
- overseeing pupil assessment records.

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;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

The role of parents and carers

We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:

- holding parents' evenings to explain our school strategies for various aspects of the curriculum;

- sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- sending parents and carers regular reports in which we explain the progress made by each child, and indicate how their child can improve further;
- explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work;
- welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate.

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

- ensure that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc.;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- Taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc.;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- Voluntarily helping in the classroom.

## **7. Monitoring and Review**

Senior leaders and the governing body monitor the school's Teaching and Learning Policy, and 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 sooner if necessary.

Signed: J. Catlin Headteacher (autumn term 2016)

Signed: [Signature] Chair of Governors (autumn term 2016)

Date: 7/12/17

## APPENDIX

### Environment Checklist

#### Key Features Included

Learners who demonstrate resilience and tenacity, utilising all available resources to achieve and accomplish beyond what is expected	
Independent learning areas which encourage children to actively develop, practise, reflect and extend their key and core skills	
Inspiring and challenging environments where learners show active participation in their own journey	
Peers instructing, assessing and discussing learning in a way that emulates the adult	
Adults facilitating learners to engage in focused discussion forums where learners interact with their peers	
Reflection is paramount and an opportunity to synthesise and develop key ideas and concepts	
Learning processes are visually represented around the classroom and school environment	
Signage should show key skills around the room	
Labelling to be consistent in typeface	
Recognition of pupil achievement, reward and feelings are evident in classrooms and around school	
Books and work should be stored away out of sight	
Sink areas should be clean and tidy	
Reflection of diversity and home life of children is clear	
Resources for sessions should be stored away but accessible	

Children are responsible for areas and take pride in keeping them tidy	
Be tidy and put things away every night cloakroom/classroom/outdoor area	
Variation in classroom display	
Technological tools and equipment are used to stimulate, support and share learning and respected	
Staff personal resources, including files and records should be put away in stock cupboards	