

# **Frithwood Primary School**

## **Policy for Teaching and Learning**

D Morse/F Saunders  
January 2018  
Review January 2019

## **Frithwood Primary School** **Teaching and Learning Policy**

This teaching and learning policy has been approved by the staff and Governors of Frithwood Primary School and will be reviewed annually. It aims to ensure that the children at our school are provided with high quality learning experiences that lead to a high level of pupil achievement and pupils achieving their potential as learners.

### **Aims**

This policy aims to clarify, create and maintain a common approach for effective teaching and learning. It ensures that we have common expectations for children in the school and consistency in approach- We aim to provide:

- High quality teaching and learning to enable acquisition of skills, knowledge and understanding which will contribute to lifelong learning.
- A broad and balanced curriculum which provides opportunities for all pupils to make progress in their learning regardless of any additional needs.
- High quality monitoring of teaching and learning can be used to inform future developments in curriculum and teaching practice.
- An environment which promotes positive attitudes, outstanding behaviour and sound moral understanding.
- A nurturing school where children have positive self-esteem, are motivated to learn and persevere with their learning.

The policy will help staff to:

- Instil a love of learning and promote high expectations celebrating effort, success and perseverance.
- Provide an engaging curriculum with challenge and support in the classroom, in the outdoor environment and through trips and experiences.
- Identify the skills, knowledge and understanding needed for effective learning.
- Recognise the impact of the learning environment on teaching and learning and make adjustments to meet the needs of all pupils.
- Ensure a consistent approach to classroom management so that all learners receive the agreed entitlement from all staff who are teaching them.
- Understanding the monitoring procedures for ensuring the quality of teaching and learning,
- Ensure that staff CPD is effective in raising standards
- Be reflective on their practice as leaders of learners and endeavour to develop their teaching skills.

### **Links to other policies:**

Marking and Feedback  
Assessment  
Subject policies

## **Effective Teaching**

- Teachers should have consistently high expectations of all pupils at all times.
- Teachers should plan and teach lessons that enable pupils to learn exceptionally well across all areas of the curriculum.
- Lessons should have a clear structure which includes instruction, teaching and modelling of group tasks/activities, differentiation and a conclusion or plenary with evidence of assessment for learning throughout.
- High quality questioning should be used to determine the children's understanding of what they are being taught.
- Children will be expected and encouraged to take an active role in all parts of the lesson.
- Pace and a sense of urgency should be employed to ensure that teaching and learning time is well spent so that all pupils maximise their opportunities for learning.
- Well planned extension and challenge tasks will enable those working at a greater depth to achieve their learning potential in all lessons.
- Teachers should systematically and effectively check pupils' understanding throughout lesson, anticipating when they need to intervene and in doing so make an impact on the quality of learning.
- The teaching of reading, writing and maths should be highly effective, well planned and implemented across the curriculum.
- Teachers' subject knowledge and the subject knowledge of other adults working with the children should enable them to ensure that children are engaged in learning.
- Consistently high quality feed-forward marking delivered in line with the marking and feedback policy should ensure that pupils make significant and sustained gains in their learning.

## **Effective Learning**

At Frithwood we recognise effective learning as:

- Lifelong learning.
- Learning which can be applied, is cross curricular and ensures a transference of skills beyond the classroom.
- Incorporating independent thinking and problem solving.
- Learning which takes place via a variety of methods – in response to a variety of stimuli.
- Enjoyable and motivating.
- Relevant to their world and that of society as a whole through SMSC education.
- Learning with British Values interwoven through it.
- Learning which develops social skills, collaboration, awareness of others and promotes positive attitudes.
- Learning which encourages curiosity and nurtures confidence.
- Learning which keeps pace with growing technological developments.
- Learning which develops a child's ability to express and explain.

- Learning which encourages creativity of thought and action including risk-taking within a structured environment.

### **Subject knowledge and understanding leading to effective learning**

- Teachers should demonstrate a commitment to learning and acquiring strong subject knowledge in order to teach effectively.
- Performance management team leaders will ensure that teachers have the opportunity to identify CPD which will develop their teaching knowledge, skills and understanding
- Teachers should be deeply involved in their pursuit of CPD opportunities to improve knowledge and understanding in all curriculum areas.
- Teachers should endeavour to inspire, motivate and enthuse learners through high quality learning opportunities underpinned by sound subject knowledge and skills.

### **Planning**

**Planning should follow the agreed formats listed below .**

#### **Frithwood formats**

EYFS planning

Maths

RWI

English planning including Big Write and Guided Reading

Art

History

Geography

DT

Reference to Hamilton plans when appropriate.

#### **Scheme based formats**

Computing – Purple mash

Science – Plan Bee

Real PE

Music express

SACRE RE

Languages- Rigolo

PSHE- Scarf and SEAL

### **At Frithwood, lesson planning is based on the following requirements:**

- The new National Primary Curriculum 2015

- The Early Years Foundation Stage framework
- SACRE agreed syllabus for Religious Education
- REAL PE scheme
- SCARF scheme for PSHE
- Read Write Inc for relevant year groups

### **Long term planning**

EYFS termly overviews show areas covered

Year group overviews for each subject area show the curriculum content from Y1–Y6.

Planning should:

- Be informed by prior attainment
- Follow clear learning objectives
- Be completed on the agreed format
- Be differentiated so that high achieving pupils and those with SEND achieve their learning potential.
- Be balanced to include all curriculum areas
- Exploit/develop cross curricular links where appropriate
- Have regular links to outdoor learning either through outdoor learning weeks or stand alone lessons.
- Show clear opportunities for assessment
- Have regard for the varied ways in which children learn and provide for these
- Have regard for links to SMSC and consideration of key questions

### **Effective Classroom Management**

Teachers should adopt effective classroom management strategies including:

- Grouping children appropriately according to need/activity
- Operating a safe, organised environment – undertake risk assessments where necessary
- Creating a bright, stimulating environment conducive to supporting learning
- Making use of the rules/rewards and sanctions – employ the school’s behaviour and anti-bullying policies
- Addressing immediately any low level disruption that could hinder the learning of pupils in the classroom
- Make appropriate use of resources to support learning
- Establish rules and routines which maximise learning opportunities and be consistent in their use
- Effective deployment of Teaching Assistants and support staff
- Promote independence in learning
- Being aware of the school environment, the use of space and the needs of other classes
- Taking pride in and being responsible for the school environment

## **Effective Learning Environment**

All staff are responsible for ensuring that the learning environment is effective in meeting the needs of the pupils.

A member of the SLT is responsible for monitoring the learning environment to ensure it meets the needs of all pupils. Learning environment audits will take place each term and feedback will be given to ensure the learning environment is used effectively to enhance teaching and learning.

The SLT will work with individual staff to ensure that any identified, additional needs that the staff member may have, are met.

The SENCo working with the class teacher will ensure that any necessary adjustment to classrooms are undertaken to meet the needs of pupils with additional needs.

We expect a high standard of learning environment management. This expectation includes shared areas, dedicated rooms and curriculum stores.

To ensure the effective use of resources, all staff should:

- Teach children to take care of their school as expressed through our Golden Rules.
- Provide suitable, well-labelled and, as appropriate, illustrated storage.
- Teach children how to look after and care for equipment.
- Teach children how to use materials properly.
- Adopt common methods of storage and usage where possible.

## **Monitoring of Teaching and Learning**

All monitoring of teaching is to be done in a supportive way, which reflects mutual professional respect. The aim is to encourage and share good practice, individual professional development and overall school improvement.

Teaching and learning will be monitored through:

- Lesson observations
- Drop-in observations with a specific focus
- Work scrutinies
- Planning scrutinies
- Lesson observation by mentors for Newly Qualified Teachers
- Performance Management and target setting
- Learning environment audits
- Monitoring of pupil progress and progress of groups
- Subject leader learning walks
- Triad support as appropriate

The main features of lesson observations will be recorded and verbal feedback will be given. This may be followed up with a written summary of the feedback.

Observations and audits may be carried out by subject leaders. Feedback may be anonymised and general to all staff or specific to an individual in which case it will be shared with the person concerned and within the SLT.

The following key areas will also be used to monitor teaching learning across the whole school.

- Undertaking formative, summative and statutory assessment which informs future planning
- Ensuring that marking and feedback is in line with the policy
- Ensuring that data used to track pupil progress is reviewed at least termly and used to inform future planning and set targets for improvement
- Use assessment to track the progress of groups of pupils including pupil premium, SEND, high achievers and EAL learners
- Attendance data will be monitored to ensure all pupils are accessing sufficient opportunities for learning to take place.
- Set individual targets for pupils
- Maintain records of pupil progress
- Use of photographic evidence

## **The role of governors**

Our governors will:

- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor pupil attainment and progress as a result of effective teaching and learning strategies
- Ensure that performance management and staff development promote high quality teaching and learning.

## **The role of parents**

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

- Providing parent information evenings
- Arranging curriculum events and workshops
- Termly PLP meetings for identified pupils
- Sharing information with parents at the start of each term which outlines the topics the children will be taught. This is made available on the school website
- Sending a mid-year interim report which identifies effort, behaviour, attitudes, homework and attendance

- Sending an annual report which explains the progress made by each child and indicates how the child can improve further
- Explaining to parents how they can support their child with homework.
- Twice yearly profile meetings for parents in the EYFS
- New intake meetings for EYFS
- KS1 and KS2 SATs meetings for parents

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

- Agree to and sign the home –school agreement
- Ensure their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct named uniform, PE kit and equipment
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards the school and learning in general
- Read with their child every day at home

### **Monitoring and review**

This policy will be reviewed each academic year.

Next Review : March 2019