TANY'S DELL COMMUNITY PRIMARY SCHOOL & NURSERY

TEACHING AND LEARNING POLICY

INTRODUCTION

This document is a statement of the aims, principles and strategies for Teaching and Learning at Tany's Dell Community Primary School and Nursery. It was developed through a process of consultation with staff, taking into account the views of governors, parents and pupils. A review of this policy was completed in September 2016 and it will continue to be reviewed annually.

RATIONALE

Teaching and Learning is the purpose of our school. It is the method through which we efficiently enable, empower, enhance and enrich the development of children, teaching and non teaching staff, parents, governors and all others involved with this school. Successful Teaching and Learning develops self-esteem and confidence. It is about opening minds and learning how to learn and understanding that making mistakes and finding things difficult are an important part of the learning process. A good primary school education forms the basis of a successful future – both in further studies and then onto adult life.

This document lays the foundations for the whole curriculum, both formal and informal, and forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of our school. Every child in our school is important to us. This policy covers Teaching and Learning in all Key Stages of primary education: Foundation Stage – *Nursery and Reception*, Key Stage One – *Years One and Two* and Key Stage Two – *Years Three, Four, Five and Six*.

PRINCIPLES

We see Teaching and Learning as:
- the process by which we challenge and enable people to reach their full potential academically, socially, emotionally, physically and spiritually;
- the development of skills, knowledge and understanding;
- an opportunity for the whole school community to develop and enhance their basic skills of literacy and numeracy;
- promoting British values as the way to encourage pupils to make the right choices to enhance their lives and the lives of others (see appendix A on Extremism and Radicalisation);
- a vehicle for encouraging an interest in the world around us and for the development of citizenship;
- a partnership with parents and other agencies involved with the development of individual children;
- a method of meeting National Curriculum requirements, including Foundation Stage Early Learning Goals;
- providing equal opportunities to access the curriculum and school life, differentiated and supported according to individual needs and abilities;
- offering the opportunity to facilitate and manage learning in a safe, secure and stimulating environment.

AIMS

Our aims for Teaching and Learning are that all children will aspire to reach their full potential. Pupils will also learn to accept responsibility for their own behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Before leaving Tany's Dell, pupils will:

- have strived to achieve their full potential in terms of knowledge and skills across the national curriculum and beyond;
- be able to take responsibility for their own behaviour and learning;
- have developed a positive attitude to learning and play;
- be able to communicate orally, in sign and gesture and in writing to convey meaning for a variety of audiences and purposes;
- have developed skills of true citizenship and an awareness of the world around them, reflecting the aims and principles of the school's vision.

TEACHING

Our teachers work in close partnerships with colleagues to plan, deliver and evaluate Teaching and Learning. We plan our lessons with clear learning objectives in line with the National Curriculum or the Early Years Foundation Stage Curriculum. We deploy specialist teachers, Learning Support Assistants and other adult helpers to enhance the learning experience and promote good progress.

Staff use a range of teaching styles and strategies to support children's learning. Consideration is given to the nature of the activity to promote learning and a wide range of teaching styles and strategies are used within the class and around the school.

We believe good and outstanding teaching is achieved when teachers:

- value and maintain high expectations of standards of work and behaviour;
- plan and deliver an enriched and varied curriculum, including developing skills of citizenship and awareness of the world around them;
- make effective use of outside providers, to enrich the learning as appropriate;
- recognise and are constantly aware of the needs of individual children according to ability and aptitude;
- vary teaching styles to meet the needs of individual learners, pairs, groups and the whole class;
- adopt effective strategies to narrow identified gaps in achievement;
- set appropriate targets for pupil progress, both in terms of the realistic and potential levels of achievement for individual, class or cohorts of children;
- effectively support the needs of all learners, including the more able, children with SEN, hearing impairement or other disabilities, those with EAL and all other vulnerable children;
- support children with any additional need by following the SEN Code of Practice with an appropriate plan if applicable, and through liaison with the child, their parent / carer, the Inclusion Manager and any other relevant agency;
- plan effectively the work of support staff to further enhance the impact of their support
- build in assessment opportunities to involve pupils in their own learning, inform future planning, ensure progression and record standards of attainment – see Assessment Policy;
- use assessment techniques which fully involve children in setting their own personal goals and ensuring that they understand their next steps;
- evaluate daily and weekly plans to ensure that assessment has helped to inform the next stage in teaching;
- set homework as and when appropriate and in line with current guidelines set out in the Homework Policy;
- use the home-school book to keep parents up to date with what their child is learning and encouraging comments on their child's progress;
- reflect on their own strengths and areas for development – planning their professional development accordingly;
- maintain an up to date knowledge of the whole primary curriculum;
- respect the individuality of adults and children, affording them equal opportunities;
- present themselves professionally at all times, being good role models - punctual, well prepared and organised;

- share all experiences which may contribute to improving school life;
- are honest and maintain a sense of perspective;
- maintain a sense of humour;
- work to individual strengths and support colleagues.

All staff members make a special effort to establish good working relationships with the children in the class. We treat the children with kindness and respect, treating them fairly and giving them equal opportunities to take part in class and extra curricular activities. Staff follow the school policy with regard to behaviour management. We conduct all our teaching in an atmosphere of trust and respect for all.

PROVISION

Our curriculum is structured so that:

- Subjects are taught through meaningful topic work, which is enriched by making use of strong and effective cross-curricular links; When appropriate, subjects can 'stand-alone';
- Planning for Nursery and Reception Classes follows the guidance for the Early Years Foundation Stage Curriculum;
- Planning for Y1 to Y6 is derived from the 2014 Primary National Curriculum
- Grammar, Punctuation and Spelling skills are practised daily
- Maths skills are practised daily
- Guided Reading is included in the daily timetable;
- *Letters and Sounds,* which is the national framework for teaching phonics, is used in Foundation Stage, Key Stage One and if necessary, Key Stage Two for identified pupils.
- Spanish, as our chosen Modern Foreign Language, is being taught through the topic themes to enable pupils to grasp a basic knowledge of the language and culture;
- A range of strategies for grouping children are employed including whole class, small groups of mixed or matched ability as well as opportunities for individual work.

Curriculum Weeks:

By reviewing carefully the amount of time spent on some of the "extra curricula" activities such as sports days, concerts and other seasonal activities we have been able to allocate particular 'weeks' in which the usual timetable is restructured or modified to enable classes to focus on a particular area of the curriculum. These are closely linked to the school's Key Priorities as identified in the Single Plan for school Improvement. Examples are…

- Design and Technology Weeks
- Science Weeks / Scientist Weeks
- 'At the Movies' Week – Focusing on speaking and listening and ICT
- Art Weeks – Linked to the National Gallery "Take One Picture" Project.
- Expressive Arts Weeks – Music, Dance, Drama and Art
- Multicultural Weeks
- International Weeks
- RE and SMSC Week
- My Money Week
- Languages Week
- Keeping Safe Week
- Careers and Opportunities Week

All our policies are underpinned by the school's vision:~ *Reach for the Stars,* which is generally referred to as *The Tany's Dell Way.*

LEARNING

We acknowledge that people learn in different ways and recognise the need to develop strategies that allow all children to learn in the best way that suits them. We have an intense programme of interventions, which supports children who may need extra help to make progress.

We offer opportunities for children to learn in different ways. These include:
- investigation and problem solving
- mantle of the expert
- first-hand experience, outdoor learning, visits
- research and finding out
- listening
- visualising
- self-directed learning
- building on personal experience
- collaborative group work
- talk partners/opportunities for dialogue
- independent work
- whole class work
- asking and answering questions
- creative activities
- use of the Wonder Wall
- debates, role plays and oral presentations
- multi-sensory learning
- designing and making things
- use of multimedia
- participation in athletic or physical activity
- challenge and extension

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn. It is our aim that everyone in the school community should go home at the end of each day having learned something new.

We therefore expect the children and all those involved in learning to develop the following strategies:

- to set themselves high expectations, to display a thirst for knowledge and a love of learning;
- to be attentive and listen carefully;
- to be self-motivated and willing to persevere;
- to be prepared to contribute to discussions and debate;
- to be prepared to work individually, collaboratively in a small group or as part of a whole class lesson;
- to use observational skills to help ask questions, draw conclusions or make predictions;
- to contribute to a happy, organised and safe learning environment;
- to use resources safely, carefully and in an organised way;
- to develop a sense of autonomy particularly in reviewing and evaluating their own performance e.g.,recording their self-assessments and making most effective use of the home-school book;
- to understand what help is available - that one only needs to ask.

Achievement is celebrated in various ways:

- each child is given the opportunity to have examples of their best work displayed at different times in the school year in class and corridor displays;
- excellence is celebrated on the good work galleries in classrooms and in the main corridor;
- sustained effort, including drafting and redrafting is encouraged to enhance standards;
- school events, such as concerts and drama, are seen as opportunities for all children (not just the most gifted) to demonstrate their own best performance;
- achievements may be added to the child's good work folder and shared with the whole school in assembly when given a headteacher's award;
- Merit assemblies identify individual children's achievements and parents are invited to attend;
- Person of the Week assembly enables children to share something they are proud of with their parents and the rest of the school;
- Class assemblies are held where children present whole class achievements to their parents and the rest of the school;
- badges, certificates merit marks and class bonus points are awarded for effort;
- home school books are used to communicate targets, progress and praise to parents;
- individual good work folders are kept and used to create Leavers' Folders, demonstrating the children's progress, which are then shared with parents as they move on to secondary education.
- Y2 and Y5 pupils celebrate their achievements in Partnership meetings

SCHOOL COMMUNITY

All members of the school community (children, staff, parents, governors, volunteers and all visitors) **work towards the school's aims and following the *Tany's Dell Way* by:**

- valuing and maintaining high standards;
- being positive;
- communicating and working as a member of our team by ensuring a sustained knowledge and use of the matrix of communication;
- being fully aware of and implementing agreed policies in all areas of school life;
- evaluating, reviewing and contributing to any update of the School Development Plan;
- respecting each and every member of our team and the whole community;
- following school policies
- following the guidance laid out in the home/school partnership agreement.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning, Monitoring and Review is a process in which all staff are involved, wherein:

- the Senior Leadership Team (SLT) takes responsibility for monitoring and evaluating school performance and planning the strategic programme for any actions arising (See monitoring programme);
- the Middle Leadership Team (MLT) ensures all teaching is consistently good and/or better throughout the whole school;
- collaborative staff or phase meetings are held weekly, either to provide training linked to the school's key priorities or to share ideas and good practice in all areas of Teaching and Learning and identify areas for improvement;
- briefing meetings are held weekly to ensure consistency and promote effective communication
- topics are planned with the children and teachers then ensure coverage (knowledge) and progression of skills link to the 2014 national curriculum;

- schemes of work for individual subjects have been developed by co-ordinators (in collaboration with the whole staff) or purchased from other providers to support Teaching and Learning;
- our regular weekly staff meetings are used as a tool to drive school improvement. Teachers discuss various aspects of Teaching and Learning and ensure consistency of approach. The focus is on raising the quality of Teaching and Learning which has a positive impact on standards. These meetings are minuted in the staff meeting file which is kept in the staffroom. All members of the school staff are encouraged to regularly look at the file especially if they have not been able to attend meetings.

THE ROLE OF THE SUBJECT LEADER

Each teacher is accountable for the quality of their own teaching and their pupils' achievement, however, it is the role of Subject leaders to:

- Set and model high expectations for teaching and learning in their subject area;
- monitor progress in their subject through teachers' planning, work sampling, climate or learning walks, pupil and/or staff perception interviews, as well as interpreting data made available to the school on pupil progress and advise the Headteacher on action needed;
- take the lead in policy and curriculum map development and the production, purchase or review of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- review and update their subject development plan taking into account data regarding target setting and pupil attainment;
- maintain their subject leader folder to an excellent standard;
- support their colleagues in their development of detailed work plans and implementation of any scheme of work, as well as assessment and record keeping activities;
- take responsibility for putting together a curriculum bid to ensure funding is available to action priorities identified in the School Development Plan;
- keep up-to-date with initiatives through reading, attend relevant courses and impart new learning to the other staff members as appropriate.

THE ROLE OF GOVERNORS

Our governors determine, support, monitor and review the school policies on Teaching and Learning. In particular they:

- Use guidance from the single plan and governor visits policy to monitor the effectiveness of the school's Teaching and Learning through the school self-review processes. This includes reports from senior and middle leaders and the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.
- monitor how effective Teaching and Learning strategies are in terms of raising pupil attainment and achievement;
- ensure that staff development and performance management policies promote good quality teaching;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful Teaching and Learning;
- monitor teaching strategies in the light of health and safety regulations;

The Governors have a great interest in curriculum delivery and are intent on ensuring that the children receive a broad and balanced education as well as monitoring the setting of appropriate and challenging targets. Governors visit the school to gain a clear understanding of the Teaching and Learning processes and to ensure the children are safeguarded well. All Governors are encouraged to provide a report of their visit or activity at the subsequent termly meeting.

APPENDIX A : INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:
   Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:
   The demonstration of unacceptable behaviour by using any means or medium to express views which:

   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that we recognise those vulnerabilities.

6. Indicators of vulnerability include:

   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
   - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
   - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
   - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.