

Teaching and Learning Policy

Updated March 2021

Review Date: March 2022



Foljambe Primary School

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. It is written as a benchmark to aid further developments in our practice and is owned by the teaching team. It is based on current learning and understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and tweak their own practice to ensure the best provision for the children who attend Dalton Foljambe.

Aims

- Raise the quality of learning and as a result improve standards
- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities
- Set out our expectations of best practice

The School's vision and aims are at the heart of all our teaching and learning activities and this policy reflects those.

This policy will improve learning because:

All teachers will have the highest expectation in terms of what children can achieve. We 'teach to the top' and children are supported to achieve the learning intention by careful differentiation. This means that differentiation is by the level of support provided whether this is through adult support, a reshaping of task or resources used.

Learning at its best

At Dalton Foljambe Primary School we believe that the most effective learning takes place when:

- ✓ Children understand that they can all be successful learners.
- ✓ Children understand the skills and attributes needed to be a successful learner.
- ✓ We promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- ✓ Children are taught in a stimulating and supportive environment.
- ✓ Children are challenged and have the confidence to achieve.
- ✓ Children are resilient and can learn from their mistakes in order to move their learning forward.
- ✓ Children have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.
- ✓ Children are active and take responsibility for their own health.
- ✓ Children are taught using a range of teaching styles.
- ✓ Children are creative through art, dance, music, drama, media and design technology.
- ✓ Children are positive citizens in society and feel that they can make a difference.
- ✓ Children understand and respect other cultures.
- ✓ We fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education.
- ✓ Children are taught to have an awareness of their own spiritual development and to understand right from wrong.
- ✓ Children understand the importance of truth and fairness, committed to equal opportunities for all.
- ✓ Children are passionate about what they believe in and develop their own thinking.
- ✓ Children develop intellectually and emotionally.
- ✓ Children ask questions and feel encouraged to take reasonable risks.
- ✓ Children are involved in their own learning through self / peer assessment where appropriate.

- ✓ Adults are deployed effectively to support the needs of individuals or groups of learners.
- ✓ Learning is, *wherever possible*, linked to real life situations.
- ✓ Children are given feedback and can see where they have made progress/ achieved the learning objectives.
- ✓ Lessons ensure progression by building upon previous learning.

Challenge

Children are encouraged to be challenged and to be involved in the decision making process of what level of work is appropriate at that moment in time. As the children get older we help them to make decisions about the level of task they are engaged with.

Principles

The principles that we have agreed are fundamental to children's learning and underpin the work we do. We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need good models to evaluate and have opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and in seeking ways of making learning interesting and successful. We aim to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

Effective Learning

Research tells us that children learn in many different ways in different situations, and respond best to varying types of input (visual, auditory and kinaesthetic). We must therefore teach in a variety of ways, tailored to the context for learning and the differing aptitudes of our children. We have defined learning for Dalton Foljambe as:

"A memorable continuous and progressive experience which leads children to learn how to learn through being able to acquire then practice new skills and also, where needed, to commit knowledge to memory."

To enable learning to be at its best we recognise that we should create the conditions for learning. These include:

What	How	When
Creating a safe setting for the children	Clear routines, rules, structures and boundaries that are agreed and adhered to.	Start of the Academic year and referred to throughout as a method of praise daily.
Stimulating the imagination and thought processes	A range of resources, questions, use of working walls, children's ideas and artefacts.	Weekly.
Providing accessible learning	Equipment labelled according to our guidance, organised and to hand, support is provided to differentiate to the high quality outcomes.	Daily
Developing and promoting a resilient approach to learning	Helping the children to challenge the fixed mindset by developing the key elements of resilience, perseverance, pride and risk taking in their learning.	Daily, Weekly, Termly Annually

As such, we therefore offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- listening;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- using ICT to support learning;
- fieldwork and visits to places of educational interest;
- creative activities;
- looking at pictures and other visual images, including appropriate DVDs and video clips;
- listening and responding to music or audio material;
- play, including 'small world' play and role play;
- group discussions, debates and giving and listening to oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We help children to understand different types of learning. These include 'new learning' and 'consolidating learning' giving sufficient opportunities to ensure that previous new learning is securely embedded through practice and improvement. Once learning is secure, children deepen their knowledge and understanding through variation of task and challenge.

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 our long term curriculum plan to guide our teaching which details what is to be taught to each year group. We use 'Success for All' and Cornerstones as our main vehicles to deliver cross-curricular topic work and Literacy (Reading and Writing).

Teachers make ongoing assessments of each child's progress and use this to inform planning. 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. 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 any SEND support plans. 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 end of year targets for all children and we share these targets with children and their parents/carers. Children's progress is constantly monitored and updated on the Emag as part of the daily practice of the class teacher. This enables us to identify any child in danger of falling behind.

We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), or the National Curriculum. Our lesson plans contain information about these objectives, the planned learning activities, the resources needed and the way in which we will assess the children's learning. We evaluate lessons in order to modify and improve our future teaching.

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

- ✓ Clearly identify learning objectives and clearly differentiate to match the needs of all pupils.

- ✓ Provide regular feedback to pupils in an appropriate form that will aid pupils understanding (See Marking and Feedback Policy displayed in each classroom).
- ✓ Promote children's confidence as learners through scaffolding learning to build independence.
- ✓ Seek to ensure that learning opportunities cater to a range of learning styles.
- ✓ Ensure that all resources are of the highest quality.
- ✓ Provide opportunities for pupils to engage in practical work, solve problems, develop their creativity and practise spoken language skills, whilst reinforcing the development of basic skills.
- ✓ Ensure that any homework set is relevant and appropriate.
- ✓ Ensure that the data system is kept up-to-date and used to inform planned teaching and learning.

All our teachers 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. All of our teachers follow the school policy with regard to discipline and classroom management. We expect all children to comply with the rules that we co-design with our learners. We praise children for their efforts and help to build positive attitudes. 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 Positive Behaviour Management.

We try to ensure that all tasks and activities that the children engage in 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, 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.

The learning environments throughout school reflects the importance and value of our pupils' learning:

- Attractive, celebratory displays showcase the highest standards to ensure that all have high expectations of what children can achieve.
- Informative and interactive displays engage children.
- 'Working walls' and displays support new learning in order to demonstrate effective learning strategies and model good practice.
- Resources are organised and tidy and clearly designed to facilitate independent learners within the classrooms e.g. use of same font, drawer colour.
- Planning and timetables are on display, key vocabulary for the year and the reward system so that parents/carers and children can clearly follow routines and share the successes that they have.

All of our teachers are asked to reflect on their strengths and weaknesses and plan their professional development accordingly through the appraisal process. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

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

Community

We also recognise that our school is part of the wider world. As a result, we make use of the community to support our learning and also give back to the community when the opportunity arises.

The role of Governors

The Governing Body, support, monitor and review the policy and more importantly its impact on practice through reports from the Head Teacher and members of staff. In particular Governors will:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school's 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 appraisal process 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 Head Teacher, 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 such as English, Maths and health education;
- sending information to parents and carers, at the start of each term, which outlines the areas that the children will be studying during that term at school;
- providing 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 would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is fully prepared for school with the correct equipment for lessons, 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 school that are likely to affect a child's learning or behaviour;
- to promote a positive attitude towards learning;
- to fulfil the requirements set out in the home-school agreement.

Professional development of staff

As members of the teaching profession we recognise that we are learners and that we value our own professional learning. We act as role models for life long learning by seeking to improve our own learning.

Therefore, we are committed to:

- Extending/enhancing our professional skills
- Developing our own awareness and self-esteem
- Contributing fully to the learning and success of the school and its children.

This CPD can take many forms including:

- Membership of Trust Community

- Coaching
- Action research
- Collective and collaborative project work/observations/planning etc.
- Appraisal
- Staff meetings/INSET
- Off-site courses
- Professional reading

Monitoring and review

Senior leaders monitor the 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.