

Teaching and Learning Policy

Introduction

We believe in the concept of lifelong learning and regard the teaching and learning which takes place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun and exciting. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives and fulfil their potential.

At Colburn Community Primary School we believe that teaching and learning is most effective when teachers share their passion and excitement about learning with children. This is evidenced through high-quality planning, excellent relationships and high expectations, which then contribute significantly to children's enjoyment and progress in lessons. The best teaching stems from teachers' developing strong subject knowledge and a thorough understanding of children's needs, in order to effectively design and shape activities that are well adapted for all abilities. These teachers make learning exciting by providing engaging contexts for learning that motivate and challenge children to extend their thinking to new levels. They are people who inspire, who develop a strong sense of what children can do and have no limits in terms of their expectations of what children can achieve.

The best teaching is evidenced through:

- Children that feel safe and secure and are valued as individuals;
- Children that develop self-confidence and build self-esteem;
- Children that demonstrate positive behaviour for learning;
- Children that are excited, stimulated and inspired by engaging learning contexts;
- Children that are clear about the learning that is taking place, learning time is maximised and lessons proceed at a good pace;
- Children that are actively engaged in learning and develop their skills by building on effective modelling;
- Children that are included in learning that is challenging enough and enables them to progress to the next stage of learning;
- Children that understand well their achievements as well as how they will improve their work further;
- Children that develop a sense of pride in their achievements which are celebrated through attractive, well ordered classrooms that maximise opportunities to extend children's learning and celebrate their successes;
- Children that make good progress overtime and achieve well.

As a result the following principles of 'Good' teaching are non-negotiable and should be evident in **all lessons**:

- Learning contexts will be exciting and engaging. They will motivate and challenge children to extend their thinking to new levels.
- Clear and specific learning intentions will be set in the context of prior learning and shared with the children.
- Planned activities and tasks will provide appropriate challenge and will be designed to lead children towards the identified learning intentions.
- Modelling and clear explanations of teaching points will be based around shared success criteria.
- The exposition of key teaching points will be flexible and responsive to ongoing, formative assessment of children's learning.

- All adults will have a clear focus and role during lessons. They will demonstrate sound subject knowledge and they will be well prepared.
- Lessons will be snappy and pacy and learning time will always be maximised.
- Adults will use a range of questioning, particularly open-ended, high order questions to assess and extend learning.
- Adults will provide feedback, both verbally and in writing, throughout the learning process.
- Children will be actively engaged throughout the learning process e.g. talk partners, whiteboards, group work, independent tasks.
- Lessons will be interactive and will accommodate a range of teaching and learning styles.

Aims and objectives

We believe that people differ in the ways in which they learn most effectively, and the conditions for learning also vary in relation to the context in which the learning takes place. In some situations, we may prefer to learn by listening, in others we can only learn effectively by actively doing, and these preferences may differ for each individual. At our school, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching and our learning environment, we aim to:

- ensure that children become confident in their own abilities and develop an 'I can...' approach to learning; enable children to become inquisitive, enquiring and independent learners;
- raise children's self-esteem, and help them to build positive relationships with others;
- provide children with the key knowledge, skills and understanding which they need for the next phase of their education, and ensure that all individuals maximise their full potential; develop children's respect for themselves and encourage them to understand the ideas, attitudes and values of others;
- show respect for a diverse range of cultures and promote positive attitudes towards other people;
- develop an understanding of their community, and help them recognise their role in it;
- help children grow into reliable, independent and positive members of society.

Effective learning

We know that people learn in different ways in different situations, and respond best to range of learning experiences (visual, auditory and kinaesthetic); we therefore ensure that we teach in a variety of ways to meet the needs of all our children.

We ensure the best possible environment for learning by developing a positive atmosphere which promotes the following aspects:

- children feel safe and feel they belong;
- children are challenged appropriately to extend their learning;
- children are inspired by engaging contexts for learning which means that they enjoy learning, and feel that they will succeed, because the challenge of learning is set at the right level;
- children are involved in shaping their own learning, and develop a sense of ownership.

In creating a conducive learning environment teachers may choose to provide 'rest breaks' at various points in the lesson to refocus children's attention and make sure that the children have access to drinking water to ensure good levels of hydration.

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

- contexts should be engaging, exciting and inspire an enjoyment of learning;
- teaching should build on previous learning;

- pupils should be given the 'big picture' of the intended learning and understand how the lesson fits into this;
- the teacher should explain the learning intention, and why the lesson is important;
- the teacher should provide effective models from which the children can develop their learning;
- the lesson should incorporate opportunities for a range of learning styles to be accommodated;
- children should be given opportunities to reflect on and review what has been learnt at appropriate stages in their learning;
- children should be actively engaged in learning and learning time will be maximised allowing lessons to progress at a good pace;
- 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 the learning will be and provide opportunities for children to respond to these.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- 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;
- 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 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 – what helps them learn, and what makes it difficult for them to learn. 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.

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 possible of personal achievement. We use the school long term curriculum plans to guide our teaching. Children are also provided with subject specific targets and advice on the next steps required in order to achieve these.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our main focus is to develop further the knowledge and skills of all our children. We strive to ensure that 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 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, disability and religious beliefs. We will 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 numerical 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 each term to ensure that children remain on track to fulfil their potential. Targets are based on prior achievement and consideration of external data such as that provided by Fischer Family Trust. All targets reflect 'good progress'. At the end of the academic year numerical targets may be revised to reflect children's progress and to ensure that targets are always suitably challenging.

All lesson plans should include:

- clear learning intentions identified from the revised Early Years Foundation Stage (EYFS), or the National Curriculum 2014 and clear success criteria are established.
- information about how learning intentions may differ for groups of children of different ability;
- planned, differentiated learning activities and the resources needed;
- opportunities for assessing the children's learning and key questions;
- information about vulnerable groups including those identified as SEND and/or Disadvantaged

During lessons we ensure:

- that learning intentions are shared with and understood by the children and are presented in appropriate, child-friendly language;
- success criteria is shared for the lesson or unit of work – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve and that children understand this. Where appropriate success criteria will be decided jointly with the children, to ensure that they have full understanding of them.

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat all children with kindness and respect, providing good role models for our children to follow. We recognise that children 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 set and agree with children the class code of conduct, 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 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 effectively. 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 'Learning Walls' and displays of work in progress in order to demonstrate effective learning strategies and to model good practice. Not all displays of children's work will be pristine and exemplary, therefore. However, other displays also showcase the highest standards to ensure that all have high expectations of what children can achieve. All classrooms will be further

enhanced to ensure that children are immersed in a text rich environment, which prioritises mark making and writing through the way that children's work is celebrated and praised, as well as the way in which learning is scaffolded.

All classroom displays as a minimum should include a English and Maths 'Learning Wall', and a showcase and celebration of high quality writing. The following principles will be used when planning displays:

English Learning Wall

- a clearly identifiable writing outcome;
- display objectives identified within the success criteria;
- include example texts that illustrate how the skills being taught in the current literacy focus are applied in different types of writing;
- include key vocabulary or opportunities to develop specific punctuation techniques;
- include interactive elements and opportunities for children to add their work/ideas to the learning wall including examples of drafting and editing;
- ensure that the learning wall is used to support any teaching that takes place, providing opportunities for children to reflect on their learning;
- ensure that children use the learning wall to support independent learning;
- save or store the contents of the learning wall for future use to support writing across the curriculum.

In addition the following aspects will contribute to further enhancing the learning environment to ensure that children are immersed in a text rich environment, in which learning is scaffolded:

- Alphabet freeze, in adopted font (Sassoon Primary Infant);
- Phonic phase reference materials, on walls or available on tables for children to refer to;
- Modelled handwriting by the teacher;
- Examples of all children's independent writing;
- Keywords (ARE) and spelling patterns/rules;
- Days of the week;
- Months of the year;
- Labels around the room as appropriate to ARE;
- Access to 'Top Tips' for all text types when writing across the curriculum
- Access to handwriting guidance, including left handed writers.

Maths Learning Wall

- include appropriate maths targets from the 'passports to success';
- clearly identifiable learning intentions;
- provide prompts from teachers and children;
- provide a focus area for vocabulary to support the unit;
- display examples of children's work;
- provide clear models and images to support learning;
- ensure that there are elements of interactivity;
- independent access to a wide range of practical resources;
- include a simmering pot for ongoing learning needs;
- elements of the display may be permanent such as number lines if they are appropriately challenging;
- ensure that children use the learning wall to support independent learning;
- save or store the contents of the learning wall for future use to support maths across the curriculum.

All classrooms have a range of dictionaries and both fiction and non-fiction books, as well as displays relating to literacy and numeracy. 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 plan their professional development accordingly. 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.

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;
- talking to children about their learning in lessons;
- scrutinising pupil's work in their books;
- overseeing pupil assessment records and through pupil progress meetings;
- team teaching and working alongside teaching colleagues;
- leading lesson study activities, when teachers plan, observe and evaluate their children's learning together;

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 such as literacy, numeracy and health education;
- provide 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;
- provide parents and carers with 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 school and learning in general;
- to fulfil the requirements set out in the home–school agreement.

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.

This policy has been checked and approved by governors.

Last reviewed: September 2016

Next review due: September 2017