

Teaching and Learning Policy

Introduction

At Escomb Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that appropriate teaching and learning experiences help our children to grow into positive responsible people, who can work and cooperate with others while developing the knowledge and skills to be able to make informed choices about the important things in their lives and reach their full potential.

At Escomb we undertake to:

- Have high expectations in order to raise levels of attainment for all pupils regardless of gender, race, special needs and beliefs, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility and encourage considerate, positive relationships between all members of the school community.
- Value all cultures.
- Provide a safe and happy working environment conducive to teaching and learning.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

Ethos:

- The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will ensure this ethos through:
- Providing a calm and effective working environment at all times, in which each child can achieve his or her personal best.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing an attractive learning environment.
- Reflecting a broad and balanced curriculum and recognising the needs of all children.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's Behaviour policy.
- Maintaining purposeful and informative planning, record keeping and assessments in line with agreed school policy.
- Developing links with the wider community.
- Providing children with meaningful, purposeful and enjoyable tasks, related to the National Curriculum programme of study and the Early Learning Goals.
- Valuing and celebrating pupils' success and achievements.

- Reviewing professional development and attending appropriate CPD to ensure a high level of professional expertise.
- Providing equal access to the curriculum for all pupils.

Pupils' Learning

Children enter school at different stages of development. They learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition □ Reflection
- Problem-solving
- Making choices and decision making

At Escomb we provide opportunities for all pupils to access all these processes as well as allowing them to develop their own strategies to gain knowledge and skills. As children learn in a variety of ways, it is important to ensure that planning incorporates as many styles as possible e.g. visual, auditory and kinesthetic.

Children should have experience of:

- Individual learning
- Collaborative learning in small groups
- One to one learning with an adult or more able pupil
- Whole class work
- Independent learning

Teaching Strategies

In order to ensure quality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Planning will show clear objectives, differentiated tasks where appropriate, including SEND and G&T groups, and state how support will be used.
- Teachers will create a successful learning environment for the children □ Use effective grouping of children for different tasks.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)

- Previewing and reviewing work
- Interactive teaching
- Thinking Skills strategies e.g., Pair Share, Freeze Framing □ Listening
- Brainstorming
- Providing opportunities for reflection
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development.
- Provide all children with opportunities for success
- Assess work following agreed criteria
- Share expertise and good practice with each other.

Management of the School Day

8.55 - 9.00: Registration

9.00 - 10.40 Session 1

10.40 - 10.55 Playtime

10.55 - 11.50 Session 2(KS1)

10.55 - 12.00 Session 2(KS2)

12.00 - 1.00 Lunch

1.00 - 2.10 Session

2.10 - 2.20 Playtime

2.20 - 3.20 Session 4

3.25 end of school day

Planning the curriculum

A long term plan has been drawn up by staff to cover each year group. This plan works alongside the Curriculum 2014 to provide a full coverage of subjects and has been planned to facilitate a linked learning curriculum.

Medium term plans are produced by the staff teaching in each year group with advice from subject leaders. They show which learning challenges will be taught, when and how.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation showing how all groups of

learners will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about area to be covered.

Structure of lessons:

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning

Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn
 - Is central to classroom practice
 - Is a key professional skill
 - Promotes self esteem
 - Affects learner motivation
 - Helps learners know how to improve
 - Encourages self-assessment
- Quality of Teaching** Teachers will:
- Seek to inspire pupils
 - Challenge pupils and have high expectations
 - Plan to use a variety of teaching methods which take into account different learning styles
 - Plan the use of resources including additional adults
 - Give clear and specific instructions and explanations
 - Follow the school policy with regard to discipline and classroom management
 - Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning

- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

Learning environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children. Displays within the classroom reflect the learning challenges studied by the children. We ensure that the children have the opportunity to display their work at some time during the year. All classrooms have working walls relating to English and Maths.

School grounds will also be used, to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Assessment, Monitoring and Evaluation

Children are assessed regularly, as stated in the Assessment policy and progress is tracked throughout the year. These include the allocation of extra time and/or a reader as per pupil entitlement.

Shared moderation and monitoring will take place each term between year group teachers and SLT.

Lessons in the core subjects will be observed by the Subject Leader and Headteacher and Deputy.

Lessons in other areas will be observed by the Head, Deputy Head as appropriate. (To be developed to include Subject)

The Role of the School

We believe the role of the school is to:

- Give clear information of the aims and objectives of the curriculum and school procedures.
- Have available Long Term Whole School curriculum plans and Medium Term plans □
Work in partnership with parents and guardians to ensure the success of their child.
- Work with Governors to improve standards in school.
- Send regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explain to parents how they can support children with their homework

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We would like parents to:

- Promote a positive attitude towards school and learning in general □ Ensure that their child has the best attendance record possible
- Ensuring children arrive punctually, wearing appropriate school clothing.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Attend parent meeting sessions.
- Support the school's homework policy.

The Role of Governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school self-review processes.

Review

The Governing body will review this policy statement annually.

