

Clipston Primary School and Great Creaton Primary School Teaching and Learning Policy



Teaching and Learning Policy

To be presented to Governors: November 2016

Adopted by the Governing Body: November 2016

Proposed Review: Autumn 2018

Signed

Mrs Dewinder Birk - Chair of the Curriculum Committee

Aims of Clipston School

Clipston Endowed VC Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self worth, and an understanding and deeper appreciation of our Christian heritage. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to Clipston Endowed VC Primary School.

Aims of Great Creaton School

Great Creaton Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- c) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- d) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- e) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- f) Ensure equal opportunities for all.
- g) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- h) Develop a sense of pride in belonging to Great Creaton Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

Aim of this Policy

To provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability.

This policy influences all other school policies, but should be read and implemented in conjunction with any relevant Assessment Schedules and Developmental Marking Policies.

Roles and Responsibilities

It is the responsibility of all staff to facilitate the provision of the highest quality teaching and learning in order to enable all children to achieve the highest standards possible in basic skills and all other areas of the curriculum.

Rationale

The features of good learning and teaching are as follows:

- **Ensure every child succeeds:** provide an inclusive education within a culture of high expectations
- **Build on what learners already know:** structure and pace teaching so that students know what is to be learnt, how and why
- **Make learning vivid and real:** develop understanding through enquiry, creativity, e-learning and group problem solving
- **Make learning an enjoyable and challenging experience:** stimulate learning through matching teaching techniques and strategies to a range of learning styles
- **Enrich the learning experience:** build learning skills across the curriculum
- **Promote assessment for learning:** make children partners in their own learning

In addition to these features we know from the research of Professor Charles Desforges that other key levers for achievement include:

- Learning how to think
- Learning how to think about how you think (Mega-cognition)
- The centrality of talk
- The involvement of parents
- Effective lesson design
- Cross curricular learning

We are committed to integrating these key features into teaching and learning across the curriculum.

Lesson Design

Teachers plan teaching and learning across a coherent sequence of lessons. Each lesson in the sequence usually has a basic three part structure.

Introductory (whole class) session – where prior learning is revisited and reviewed and the key teaching for the lesson takes place. The teacher makes explicit the learning objective and success criteria.

Guided/independent session – where pupils work in groups, pairs or individually to practise and/or apply their learning. The teacher may work intensively with one group.

The Plenary – where the learning objective is revisited, consolidated and the teacher assesses whether or not and for whom the learning objective has been achieved. There may also be mini-plenaries during the lesson where the teacher evaluates the learning taking place during the lesson, addresses any misconceptions and moves learning on. Teacher and pupils are able to evaluate whether the success criteria have been met.

The model for most lessons is

REVISIT --- REVIEW --- TEACH --- PRACTISE --- APPLY

This sequence may be 'stretched' over more than one lesson.

All lessons should have clear learning objectives which are distinct from any tasks that might be set, and which are made clear to the children. Children should be able to articulate what the learning objective of the lesson is and whether or not they feel they have achieved it. Success criteria should also be clear, enabling children should be able to evaluate the extent to which they have achieved the learning objective. Teachers should plan lessons which are interactive, engaging and of a good pace. Teachers should plan activities that appeal to a range of learning styles: visual, aural and kinaesthetic. ICT should be used to enhance learning across the curriculum where appropriate, in other words where the use of ICT transforms the learning, or facilitates the achievement of the learning objective in a way that would not be possible without it. Questioning in whole class sessions and work and activities set for the guided/independent session, should be clearly differentiated according to the learning needs of all pupils.

Meta-cognitive Approaches to Learning

Teachers and Teaching Assistants should maximise opportunities to encourage children to articulate their thinking and learning. In problem-solving, reasoning and calculation in Maths for example, children are encouraged to talk through the strategies they have used to solve a problem. Skilled use of formative assessment strategies like clarity of learning objectives, 'wait time', 'Talk Partners', success criteria, teacher modelling, peer and self-evaluation, effective questioning, high quality written and verbal feedback, all contribute to making learning processes explicit, and so support a meta-cognitive approach to learning.

The Centrality of Talk

Effective language acquisition in early childhood and the primary years is pivotal to learning across the curriculum and in all aspects of life. Providing opportunities in all subjects for children to talk about their learning through dialogue with 'Talk Partners', in groups and with adults is key to developing conceptual understanding. High quality talk is crucial for effective learning and must be built into the planning of teaching sequences in all subjects as a distinct, explicit part of the learning process. Teachers integrate 'Speaking and Listening' objectives in teaching and learning across the curriculum.

Assessment for Learning (AFL)

The principles of Assessment for Learning should be integrated into teaching and learning. These are:

- AFL should be part of effective planning for teaching and learning.
- AFL should focus on how children learn.
- AFL should be recognised as central to classroom practice.
- AFL should be recognised as a key professional skill for teachers.
- AFL should be sensitive and constructive because any assessment has an emotional impact.
- Assessment should take account of the importance of learner motivation.
- AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Learners should receive constructive guidance about how to improve.
- AFL develops pupil capacity for self-assessment so that they can become reflective and self-managing.
- AFL should recognise the full range of achievements of all learners.

Cross Curricular Learning

Teachers are encouraged to plan learning which takes advantage of strong and meaningful links between subjects. Rigorous and high quality teaching of English and mathematics should be at the heart of a broad and rich primary curriculum which seeks to build skills and deepen understanding of concepts in progression. Teachers are encouraged to make strong and coherent links from English and mathematics to other subjects, and to 'block' work to make effective use of time.

Monitoring and Evaluation

The quality of teaching and learning is monitored and evaluated regularly and systematically throughout the year in the following ways:

Subject Review

Curriculum areas are monitored and evaluated by subject and or senior leaders. Governors may also be involved.

Headteacher

The Headteacher monitors the quality of teaching and learning through lesson observation, scrutiny of planning, assessment data and children's work, learning walks, environment audits and pupil interviews in connection with teacher performance management. These may be carried out in conjunction with subject leaders. Ofsted criteria are used to make a judgement about the quality of teaching, learning and assessment, and teachers are given verbal and/or written feedback. The findings from each round of observations inform school self-evaluation. Some teachers may also receive coaching and mentoring by the Headteacher (or subject leaders) as part of their developmental feedback.

Governors

Governors have a statutory role to play in monitoring and evaluation of the school curriculum and the quality of teaching, learning and assessment. A Governor Visit Schedule linked to the Action Plan for Improvement is drawn up each year. Nominated governors work with subject leaders reviewing subject areas. Governors who have been appointed by the full Governing Body carry out statutory monitoring duties e.g. SEND, and submit a written report to the Full Governing Body and/or the Committees. Progress Data is reviewed by the Standards Group each term.

Local Authority and External Partners

The school's LA Advisor, Diocesan Advisor and External Improvement Partner work with the Headteacher and Governors to monitor and evaluate the quality of teaching, learning and assessment through scrutiny of assessment data, joint lesson observations, learning walks and environment audits.

Ofsted

The school is, of course, subject to inspection by Ofsted and or Her Majesty Schools Inspectorate.