

Date Approved: October 2018

Date of Review: Autumn 2019

Signed:



Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools

Teaching & Learning Policy 2018/2019

Introduction

At Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools 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; it should be fun. Through our teaching we aim to 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.

Aims and objectives

Any attempt to raise standards in our schools must be focused on the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

At Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The aims of this approach to teaching and learning is that we are able to ...

- Provide consistency of teaching and learning across the school.
- Enable teachers to teach as effectively as possible.
- Enable children to learn as effectively as possible.
- Give children the skills they require to become effective lifelong learners.
- Provide an inclusive education for all children.
- Learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

Lesson structure and non-negotiables

All lessons across the school should include the following key elements to ensure high quality teaching and learning.

1. All lessons should have **clear learning objectives.**
 - *Learning objectives are shared orally and displayed in child speak*
 - *All learning objectives begin with 'L.O. To'*
 - *Children write L.O. in their books when they are ready*
 - *When marking children's work, the main focus is on meeting the learning objective*

2. All English and Maths lessons should have **differentiated success criteria.**
 - *All children will be clear how they will achieve the learning objective*
 - *Success criteria is visible for children to follow during the lesson or drawn up with the children*
 - *Success criteria should be differentiated and set up using All, Most, Some and stuck in books.*
 - *Weekly planning includes differentiated success criteria for each learning objective*
 - *Children use the success criteria to self assess their own/partners work*
 - *Children are reminded of the success criteria during the lesson*

3. All lessons have high expectations, appropriate challenge and stretching the children
 - *All learners are challenged appropriately*
 - *Learning objectives are the same for all children*
 - *Activities are pitched at age related expectations and higher*
 - *Further challenge activities are provided for children to deepen learning and to be able to apply their learning across the curriculum*

4. All pupils are **actively engaged in learning.**
 - *Starter activities no longer than 10 minutes.*
 - *Teacher talk kept to a minimum (max 1/5 of each lesson) to ensure children are given appropriate time for activities.*
 - *Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.*
 - *Opportunities to 'Think, pair, share' and discussions with a 'Talk Partner' are regular features in all lessons.*
 - *Individual whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.*
 - *Learners must be given a deadline to ensure there is a pace to the learning process (eg. By now you should have... You have X minutes to finish etc.)*
 - *Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.*

5. All pupils receive regular and clear feedback that enhances learning.

- *AfL and effective marking is embedded in everyday practice and is used to inform teaching and learning.*
- *All pupils are clear about how they need to improve.*
- *All sessions to include a plenary to invite children to reflect on what they have achieved and what they can do next.*
- *Marking is linked to the learning objective and identifies next steps.*
- *Pupils are given regular time to address issues raised in marking.*

Learning is enhanced through the use of ICT.

- *ICT is used to enhance learning wherever possible.*
- *Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.*
- *Children access the ipads and laptops on a regular basis*

Effective use of Teaching assistants and additional adults

Teaching Assistants and additional adults should be included in lesson plans and clearly directed to support learning. They should be fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in their books during lesson times!**

Teaching Assistants and additional adults should be clear about who they are supporting and why. The teacher should share planning in advance with teaching assistants. They should sit/be next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning. They should be involved in assessing pupil's understanding, recording observations and feeding assessments to the teacher.

Activities/Sessions to be included each week

Daily phonics sessions for R to Year 3

Daily GPS sessions for KS2 (plus copying daily the spellings)

Daily 5 arithmetic questions

Daily English and Maths sessions, including a weekly comprehension session

Daily 'word of the day'

Guided Reading sessions weekly

Handwriting sessions (teacher led) at least twice a week

Individual reading time

Library visit once each week

Weekly science lesson (from SnapScience)

Accelerated reader

Reflection on learning logs

Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and well-being in our school. The better our school looks, the more it inspires the people inside it – a well-cared for classroom and school, can make pupils feel that what they achieve and how they themselves are perceived is important.

At Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools, we aim to ensure that all classrooms, group learning areas and whole school areas, are spaces that everyone can use to learn and be proud of.

Classroom expectations

- School rules are clearly displayed
- Weekly timetable on display
- Classrooms are tidy, labelled and organised.
- Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- Basic equipment (pens, pencils, rulers etc) are out on tables so that children do not have to waste time getting these during lessons.
- All trays are clearly labelled.
- **Groupings are on display in the class.**
- Displays are a learning resource and should reflect current learning.
- Each classroom should have colourful working walls for English and Maths that show key vocab, interactive with pupil voice and high quality questioning, examples of WAGOLL children's work (and science where room)
- Talk for writing story maps should be on display
- Each piece of work should have a date, learning objective, name and these should be underlined.
- Key questions should be included on display
- Examples of good handwriting should be up and clearly labelled in each class
- **Writing genre ladders to be displayed for each literacy unit worked on.**
- **Lower school specific** - Numberline to 30, number square, 2-d shapes, vocab for the operations, letters, numbers, exciting words etc. Alphabet, phonic sounds, tricky words split into phases, mark ladders and example of work, days of the week, months, and explanation of verbs, adjectives and nouns.
- **Upper school specific** - phonic sounds for Yr 3, mark ladders and good examples of work, and explanation of verbs, adjectives and nouns, connectives and ways to improve sentences. Other SPaG vocab relevant to each year phase, numberline to 30 (positive and negative), 3D shapes, vocab for the operations, angles.

Effective learning

Through this policy we aim to ensure that children learn effectively. The characteristics of effective learning are when pupils make good progress, respond well to challenging tasks and adjust well to working in different contexts. To be effective learners children need to work in a sustained manner with commitment and enjoyment, be confident in raising questions and have perseverance when answers are not readily available. Also, children need to be able to select appropriate methods, organise the resources they need effectively and then be able to evaluate their own work. When appropriate, they also need to help each other. In acquiring these characteristics, we acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

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

- investigation and problem solving;
- research and finding out;

- group work & pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- use of interactive whiteboards;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and 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 they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective teaching

Effective teaching is when teachers challenge and inspire pupils, expecting the most of them. Effective teachers have good subject knowledge and are technically competent in teaching phonics and other basic skills. The best teachers will use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour. They will assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. Good teachers plan effectively, setting clear objectives that pupils understand and they use time, support staff and other resources effectively.

At Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools we base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the 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 the children's Individual Target Plans (ITPs). We have high expectations of all children, and we believe that their work should always be of the highest possible standard.

We set whole school, class and individual targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of each term and set revised targets.

We plan our lessons with clear learning objectives. We take these objectives from the Primary National Curriculum 2014 and EYFS curriculum. We evaluate all lessons so that we can modify and improve our teaching in the future.

All of our teachers work hard to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these 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 misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children do are safe. Regular risk assessments are carried out. When we plan to take children out of school, we follow the Norfolk LA and HCC Guidelines for School Visits.

Role of the Governing Body

The school's 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 that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes.

Governors at Clenchwarton, West Lynn and Walpole Cross Keys Primary Schools are actively involved in supporting and monitoring teaching and learning. They do this in a number of ways. They receive reports from subject leaders which gives them information about the current status of their subject. The

Curriculum Committee monitors implementation of the school improvement plan, review and approve policy. The full Governing Body receives a termly headteacher's report. Governors also carry out focus visits to the school to look at a specific aspect of teaching and learning.

Parents and the community

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

We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching and learning and to provide information about children's attainment;
- sending information to parents and holding curriculum meetings at the start of each term in which we outline the topics that the children will be studying;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home/school learning. We suggest, for example, regular shared reading with very young children, and support for older children with their Home / School learning projects.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;

- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

The monitoring of this policy is carried out by subject leaders and the senior leadership team through the following ways:-

- Learning walks
- Work, planning scrutinies
- Data analysis
- Pupil Progress and Performance Management meetings (including lesson observations)
- TA appraisals
- Drop-ins
- Discussions with learners
- Subject Leader reports

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.