Sheepscombe Primary School

SHEEPSCOMBE

Teaching and Learning Policy

This policy was adopted at a meeting of:	FGB
Held on:	26th Sept 2017
Date to be reviewed	Sept 2019
Signed on behalf of the Governors:	*Elisabeth M Skinner*
Name of signatory:	E SKINNER
Signed by Head teacher	*V Pilkington*
Name of Co- Head Teachers	Heather Pilkington Vicky Barron

Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protections issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) – Heather Pilkington (Headteacher)

Deputy DSL – Tracey Lane

Safeguarding Governor – Lynsey Willis

Gloucestershire Safeguarding Children Board (GSCB) procedures

(www.gscb.org.uk)

This policy should be read in conjunction with:
Marking and Feedback Policy
Assessment and Reporting Policy
Behaviour Policy

1. Introduction – Sheepscombe Primary School Teaching and Learning Policy

The aim of this policy is to ensure that the pupils at Sheepscombe Primary School receive consistent, high quality teaching to enable them to learn effectively.

1.1   It will:
- provide a framework for monitoring the quality of teaching and learning.
- help teachers and other adults to evaluate their practice.
- provide a calm, safe learning environment where everyone feels valued.
- identify our beliefs about what constitutes quality teaching which will promote learning and raise standards throughout the school.

At Sheepscombe we believe pupils learn best when there is consistency and continuity in our approach.

1.2   We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

1.3   We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class.

1.4   We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

1.5   **The purpose of our teaching and learning: pupil progress**
- We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.
- We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

2. Seven core elements of our provision

2.1   **Learning Environment**

We believe that a vibrant and inspiring learning environment sets a positive climate for learning. Classrooms will be kept organised, clean and tidy with equipment and resources easily available so as to encourage independence. Displays will be changed regularly, at least termly (6 terms), and will reflect and support pupils' learning across the curriculum. They will reflect pupils' interests, value effort and celebrate achievement. Teachers will make use of working walls and temporary displays to show pupils' learning journey.

2.2   **Subject knowledge**

We believe that pupils learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders and our CPD programme support teachers to ensure that they maintain excellent subject knowledge.

2.3   **Planning**

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. Whatever stage their learning has reached, we choose, design and adapt tasks that will challenge.

2.4   Interventions

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

2.5   Homework

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

2.6   Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach proactively when we meet unexpected misconceptions or difficulties.

2.7   Marking and feedback

- We have agreements about our approach to marking: its frequency; content and depth.
- We plan regular routines for pupils to respond to marking, so that it improves their learning.
- We give ongoing oral feedback to individuals and to groups of pupils throughout lessons.
- Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.
- The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

3. Outcomes of Provision

3.1   Basic skills

- We recognise the centrality to learning of the core basic skills. We organise our teaching programmes for reading, writing, communication and maths, so that there are clear lines of progression; consistent teaching approaches; high

expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

- We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

- We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

3.2 Classroom climate and environment

- We generate high levels of enthusiasm from our pupils, through careful and imaginative planning, high-quality teaching, good relationships and our high levels of teacher responsibility.

- We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

3.3 Pupil attitudes

- We are developing the attitudes of resilience, confidence and independence.

- We ensure that the tasks we choose give regular opportunities for pupils to develop these attitudes.

- We explain their importance to learning.

- We notice and comment positively when pupils demonstrate these attitudes and we model them in our own actions.

- We work with individual pupils to build these attitudes where they are lacking.

4. Monitoring of Teaching and Learning

This policy will provide the framework for monitoring the quality of teaching and learning, in Sheepscombe Primary School.

4.1   Continued monitoring and evaluation gives a clear picture of how the School is meeting the needs of pupils in all curriculum areas and the strategies needed to support pupils at different levels.

4.2   The monitoring and evaluating of Teaching & Learning, Planning and Pupils' work/assessments enables the Head, subject co-ordinators and teachers to consider teaching and intervention strategies and further identify training needs.

4.3   All teaching and support staff that are involved in the delivery of both the core and foundation subjects' curriculum will take part in monitoring and evaluation.

4.4   The Headteacher and subject co-ordinators will regularly monitor the teaching and learning through:

- Lesson observations.
- Scrutinising planning.
- Work sampling.
- Pupil Conferences.
- Learning walks.
- Analysing Assessments
- Pupil Progress Meetings
- Performance Management

4.4.1 The Headteacher will do unannounced drop ins, to all classes, to ensure this policy and non-negotiables are adhered to at all times. (see 6)

4.5   **Role of Teachers**

- Teachers should also see themselves as learners, and have high expectations of themselves.

- Teachers should evaluate their own teaching performance and constantly question how they can improve and develop their teaching.

5. Future Development

5.1   Monitoring will provide all stakeholders with appropriate information about the quality of teaching and learning in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP linked to the school's overall drive to raise the achievement and standards of the learners. The information will also be used to inform the Self Evaluation Form (SEF).

5.2   As part of the School Development Plan and SEF, monitoring and evaluation of teaching and learning will continue to be addressed through CPD of teaching staff and teaching assistants. Targets will also inform the school's annual appraisal meetings, an entitlement for all teaching staff.

6. Sheepscombe Primary School Non-Negotiables

6.1   **Non – Negotiable Teaching and Learning Strategies as part of The Teaching and Learning Policy**

6.1.1 Learners Learn Best When:
- They understand clearly what they are trying to learn, and what is expected of them.
- They are given feedback about the quality of their work and what they can do to make it better.
- They are given advice about how to go about making improvements.
- They are involved in deciding what needs to be done next.

6.1.2 General Points:
- Plans are shared with the teaching assistants.
- Cursive writing, in line with the school's handwriting policy, is used by all pupils and staff.
- Books are neat and tidy, with no doodling on covers, editing should consist of one line through word and only rubbed out if essential.
- Pupils are encouraged to use guide lines for all work.

6.2   **How should this look in your classroom?**

6.2.1 Effective Sharing of Learning Objectives:
- I will set learning objectives (WALT) that are clear.

- I will share and display the learning objectives (WALT) for the pupils.
- I will create and display Success Criteria (WILF) to help pupils meet the learning objective.
- I will provide a variety of self-help cues appropriate to age and ability of the group.

6.2.2 Effective Questioning:

- I will prepare Key Questions to ask in advance of classroom work that encourage more thought and discussion.
- I will promote the idea that everything we do in school provides us with an opportunity to learn.
- I will encourage pupils to view being 'wrong' as a way forward into new learning.
- I will provide opportunities for thinking time for children before asking for responses.
- Where appropriate, I will use learning partners to encourage discussion and participation.
- I will move away from every question being answered through 'hands up.'

6.2.3 Effective Feedback:

- I will acknowledge every piece of work, including homework.
- I will provide feedback that is explicitly focussed on the Learning Objective (WALT) and Success Criteria (WILF) of the lesson, pointing out success as well as improvement needs.
- I will ensure that pupils know where they are and provide clear guidance on how their work can be improved.
- I will set a 'Next Step' target for improvement within a piece of work related to the original Success Criteria, at least once a week in maths and English, for each pupil.
- I will allow pupils time to respond to their feedback; rehearse and practise learning in order to improve their work.

6.2.4 Self and Peer Assessment

- I will plan in time for self and peer assessment on a regular basis.
- I will develop pupils' skills to discuss their work in terms of Success Criteria (WILF).
- I will display strategies to help pupils get 'unstuck' independently.
- I will encourage pupils to talk confidently about learning, stating what they have learned, how it might be used in the future and what else they need to learn in order to progress.