



Edenham C of E Primary School

Teaching and Learning Policy *Our Expectations of Outstanding Practice*

Purpose, Values and Vision

Our School Development Plan states

"We seek to serve our families by offering children a caring and rich learning environment in which they may flourish as individuals and become valuable members of our local community, and the wider world.

We strive to reflect our values and fulfil our vision through the following aims:

- To create a stimulating, interesting and challenging environment that is as exciting today as it is a preparation for our future*
- To create a high quality learning experience for all*
- To enable everyone to think for themselves and welcome the opportunity to meet new people, alternative opinions or different beliefs*
- To provide opportunities for all to explore and experience spirituality as individuals and as a community."*

The purpose of this policy is to describe how we set out to achieve these goals in practice.

Key Principles

At Edenham School we believe that children learn best when:

- Teaching and Learning opportunities engage, enthuse and motivate them, foster their curiosity and engender enthusiasm for learning – this will include the regular use of learning outdoors, trips/ visits, visitors, use of high quality artefacts and original sources of information.
- Opportunities for learning are well-planned and well-matched to their needs, ensuring good progress in the short, medium and long-term.
- Assessment informs teaching directly so that there is effective provision for all - support or challenge as necessary, time for practice and consolidation, time to share and celebrate their learning.
- The learning environment is ordered, the atmosphere is purposeful and learning-centred, and pupils feel safe.
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, encouraged, valued and developed.

The following sections seek to build on each of these Key Principles.

NB. In this case:

'Teachers' refers to Class Teachers and, where appropriate, Teaching Assistants working in our school

'ALL' refers to all teachers, teaching assistants, administrative staff, midday staff, caretaking staff and our Governing Body. In some cases, this also includes visitors to school and families.

1. Teaching and Learning opportunities engage, enthuse and motivate them, foster their curiosity and engender enthusiasm for learning – *this will include the regular use of learning outdoors, trips/ visits, visitors, use of high quality artefacts and original sources of information (Learning Outside the Classroom)*

IN THE LEARNING ENVIRONMENT, THERE WILL BE EVIDENCE OF:

- Adventurous and creative Teaching and Learning.
- Teaching that enables the construction of knowledge and skills.
- Learning opportunities that are accessible and motivating.
- A pace of learning that effectively impacts positively on progress and high quality outcomes.
- Pupils taking every opportunity to take ownership of their own learning.
- Pupils and Teachers working together to persevere through difficulties.
- Pupils who are keen to succeed and to learn more.
- Pupils who are able to and enjoy collaborating in their learning.
- Valuing and sharing learning that has taken place at home.

TEACHERS WILL ENSURE THAT:

- Well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, the learning journey and high quality outcomes will be in evidence in each unit of learning in any subject.
- They use their expertise, including subject knowledge, in a structured way, to develop pupils' knowledge, skills and understanding – *this might be in their own class or impacting on the work of colleagues and other pupils in the school.*
- They seek to plan and provide opportunities for Learning Outside the Classroom.
- They actively set out to include well-framed questions, knowledgeable answers and effective use of dialogue to promote and deepen learning.
- There is an effective balance between teacher talk and learning-activity in lessons.
- Appropriate home-learning opportunities are provided and will be designed to nurture enthusiasm and curiosity, and develop or consolidate their understanding in areas under study.

WE WILL ALL ENSURE THAT:

- Learning and learning outcomes, within school and at home, are celebrated regularly and publicly – in celebration Assemblies, newsletters, on pupil notice boards, the school website and within classes by teachers.
- Key Stage teams plan shared themes to provide points of shared discussion and learning for pupils across age ranges.
- Whole school activities and themes will be planned for to enable shared discussion and learning throughout the whole school – this will include Collective Worship themes, House Team or subject related events etc.

2. Opportunities for learning are well-planned and well-matched to their needs, ensuring good progress in the short, medium and long-term.

IN THE LEARNING ENVIRONMENT, THERE WILL BE EVIDENCE OF:

- A clear teaching focus with well-focussed learning activities – including clear learning objectives and clearly identified learning outcomes.
- A clear understanding by pupils of the methods required, the purpose of activities in which they are engaged and the intended outcomes.
- Good progression and high quality learning by pupils – for example, in books, on walls, in conversation and in learning behaviour.

TEACHERS WILL ENSURE THAT:

- Planned learning opportunities will meet the requirements of the National Curriculum and aim to reflect the needs and interests of all learners.
- Work is thoughtfully planned over the Long Term (LT curriculum plans on a rolling cycle), the Medium Term (using Medium Term planners – for each of 6 terms).
- Weekly (or fortnightly) plans are established and shared on the G:Drive for Maths and English
- Planning reflects vital and valuable learning links across the curriculum.
- Planning reflects vital and valuable learning in aspects of SMSC and Intercultural Understanding.

WE WILL ALL ENSURE THAT:

- Planning for Teaching and Learning ensures continuity and progression in any subject area.
- Our curriculum map remains broad, balanced and imaginative – enrichment is essential and cross-curricular links sought at every opportunity.
- Where there are agreed schemes of work in place, these are known to all and detailed in subject specific policies.
- A monitoring cycle is in place – its priority is to support the progress of individuals and groups of learners. This includes Pupil Progress meetings, lesson study, lesson observations, planning scrutiny, pupil interviews, inviting feedback from pupils and parents etc.

3. Assessment informs teaching directly so that there is effective provision for all – this will include support or challenge as necessary, time for practice and consolidation, time to share and celebrate their learning.

IN THE LEARNING ENVIRONMENT, THERE WILL BE EVIDENCE OF:

- Pupils using frequent, detailed and accurate feedback from teachers to improve their learning – this will be oral and/ or written.
- Pupils who are enabled to make good progress through differentiated learning activities – these will be built on prior-learning.
- Pupils who respond to well-pitched challenges, who work hard, persist and try their very best.
- Pupils receiving support at the time and level where it is most effective.
- Pupils supporting each other in their learning.
- Independent learning - where children use assessment information available to them to direct and evaluate their own improvements or needs in learning.

TEACHERS WILL ENSURE THAT:

- The pace and depth of learning is directed by their own monitoring of learning on a day-to-day basis.
- Quality marking is frequent, regular and in-line with the schools Marking and Feedback policy – it will be focussed on celebrating success and moving learning on with clear guidance for pupils.
- They have high expectations of all pupils – differentiated activities are well-planned, well-resourced and appropriately pitched for all.
- Agreed assessment information is kept up-to-date as required – reading records/ guided groups records, Phonics trackers, ITrack, unit summary in RE etc.
- Careful attention is paid to the questions raised by assessment information – strengths are identified and celebrated, areas for development are addressed as early as possible.

WE WILL ALL ENSURE THAT:

- Marking and Feedback and Assessment Policy are adhered to, to ensure consistency of practice.
- Tracking data is scrutinised rigorously in Pupil Progress meetings and this is used to deploy resources most effectively.
- Well-informed advice and intervention is provided where necessary to support pupils, parents and staff.

4. The learning environment is ordered, the atmosphere is purposeful and learning-centred, and pupils feel safe.

IN THE LEARNING ENVIRONMENT, THERE WILL BE EVIDENCE OF:

- An atmosphere of mutual respect between adults and pupils.
- Pupils who feel secure to speak and act freely – enjoying freedom from bullying and harassment that may include prejudice relating to SEND, gender, race, religion, beliefs, homophobic attitudes or family background.
- Pupils' high self-esteem.
- Pupils willing to take risks in their learning, and who learn from their mistakes.
- Pupils' learning outcomes displayed around the school for others to appreciate and admire.
- Classrooms that are well organised, well resourced and optimise opportunities for great learning.
- People treating each other with respect – everybody is valued.

TEACHERS WILL ENSURE THAT:

- They teach pupils how to behave well and manage risk to themselves sensibly – this will include ensuring that a comprehensive programme of PSHE is taught as required.
- They employ positive strategies for managing behaviour – this will help pupils understand the school's expectations.
- Positive strategies are underpinned by rewards and sanctions that are set out in our school's Behaviour Policy – these are applied fairly and consistently.
- Adults working in school will not shout or lose their temper – We will speak to and listen to children with respect.
- Pupils will be encouraged in their learning and efforts praised.
- Criticism will be constructive and linked with a positive example of how improvements should be made.

WE WILL ALL ENSURE THAT:

- The school's Behaviour Policy is in place and that it is applied fairly and consistently throughout the school, at all times.
- Positive strategies for behaviour management are used by everyone.
- Good and respectful behaviour is modelled by adults working in school at all times – conflict is dealt with calmly and fairly.
- High expectations of behaviour, including attendance and punctuality, are communicated to pupils, parents and staff. We ask all members of our school community to respect our expectations and support them.
- Safeguarding procedures are in place and are adhered to.
- Pupils will be encouraged in all aspects of their school life and efforts praised.

5. There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, encouraged, valued and developed.

IN THE LEARNING ENVIRONMENT, THERE WILL BE EVIDENCE OF:

- Pupils' home learning being valued – learning resulting from tasks and activities set by teachers and learning occurring independently of school.

TEACHERS WILL ENSURE THAT:

- Useful feedback about learning is given regularly to parents – informally and where appropriate, formally – this will include Parent Teacher meetings (Autumn/ Spring), an annual written report, SEN review meetings etc.
- Parents know how they can support their child's learning at home or in school.
- They are approachable and available to parents (by appointment if necessary) – we will never be dismissive of concerns raised by parents and will deal with enquiries with patience and professionalism.
- Information about trips, visits, and other relevant subjects is communicated effectively and in good time – by text, email and letter (pmxParentmail or papercopy).
- Parents are welcomed to help in and around school if and when appropriate – a Helpers Guide is in place to inform helpers about school routines, procedures, expectations etc.
- Home-learning activities are appropriate to developing pupils' understanding of learning taking place in school.

WE WILL ALL ENSURE THAT:

- Information about trips, visits, and other relevant subjects is communicated effectively and in good time – by text, email and letter (pmxParentmail or papercopy).
- We facilitate enthusiastic parental/ community involvement in school life by supporting and promoting Friends of the School.
- Helpers are welcomed, and supported so that they may make the best and most positive contribution to our school.

Other Key Documents Linked with or Informing this Policy

- Behaviour policy
- Positive Handling Policy
- Helpers Guide
- Assessment Policy
- Marking and Feedback Policy
- Learning Outside the Classroom Policy
- Teacher Standards (DfE)
- School Teachers' Pay and Conditions Document

Monitoring and Review of the Policy

The Head Teacher and the Whole Governing Body will have overall responsibility for monitoring the effectiveness of this policy and how it is implemented. Elements, as appropriate, should be monitored by Subject Leaders or Governors with specific responsibility (for example, Safeguarding).

This Policy was agreed by Staff, Governors and Parents in; **October 2014**

It will be **revisited annually by all staff**.

It will be **fully review in October 2018**.