

Freeman Community Primary School

Teaching and Learning Policy



Community
Primary School

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Signed:

Position:

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our vision is to provide a positive, caring learning environment where individual's unique qualities are encouraged, valued and celebrated. Our children will build a collection of memorable learning experiences and will be equipped with the skills and knowledge to succeed.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning, for example via **Parent Workshops**, parent/carer drop ins, parent/carer consultations, newsletters, website, **Facebook** and letters
- Update parents/carers on pupils' progress through termly parent/carer consultations and produce a termly written report on their child's progress
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and scaffold, model and support children to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback **in line with school policy**
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence learning in a way that allows pupils to make good progress from their starting point
- Resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Plan for their subject to enable pupils:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject through a range of regular subject monitoring activities
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy.

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behaviour policy.

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning e.g. homework.

3.7 Governors and Trustees

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment

- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Trustees will monitor summative data and liaise with school leaders to support and challenge.

4. Planning

Each subject has a purchased or bespoke scheme which clearly sets out the learning outcomes for the pupils in each year group to achieve. These are followed by all staff to ensure consistency.

Lessons will be planned well to ensure good progress from the pupil's starting point.

Rosenshine's 10 Principles of Instruction are considered when teachers plan the work to be delivered, tailoring plans to the needs of the children. These include:

1. Review of learning at the start
2. Present new materials in small steps
3. Ask lots of good questions
4. Provide models and worked examples
5. Practise using the new materials
6. Check for understanding
7. Obtain a high success rate
8. Provide scaffolding and support
9. Encourage independent practice
10. Weekly, monthly, regular reviews.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, hall, and break out rooms. These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through:

- Comfortable learning environments
- Working walls to support current learning
- Accessible resources for learning such as books, IT, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning (In communal areas)

6. Scaffolding, Modelling and Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will **scaffold** learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are high attainers.
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We will do this through:

- Using support staff effectively to provide extra support

- Working with our SEND Co-ordinator (SENCo), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using groupings for certain subjects where appropriate
- Providing resources such as IT, writing frames and word banks.

See SEND policy and information report, and our statement of equality on the school website.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

Home learning in EYFS includes reading books and phonic activities which are sent home with the children.

Home learning in Year 1 includes reading books, maths and spellings which are sent home with the children.

Home learning in Years 2 - 6 will be predominantly on online platforms in addition to their reading book and spellings.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

8. Marking and feedback

Feedback, either verbal or written, will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work following the school marking and feedback policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of questioning, ongoing formative assessment, subject assessment tracking and termly summative assessments using NFER for reading, GaPS and maths in Years 1 to 5 and SATs papers in Year 6.

We will plan for pupils to meet their next steps, and provide termly reports and twice yearly parent/carer consultations to feedback on the progress the pupils are making.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The school leadership team, governors, subject leaders and the curriculum leader will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Lesson observations
- Reviewing marking and feedback
- Monitoring and reviewing data
- Termly pupil progress tracking
- Gathering input from the school council
- Planning scrutinies

- Book looks/scrutinies.

11. Review

This policy will be reviewed every two years by the Headteacher and Curriculum lead. At every review, the policy will be shared with the **local** governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- (EYFS) Early Years Foundation Stage policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives