

# Teaching & Learning Policy for

## Canon Popham C of E Primary Academy



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## **Vision Statement**

*Our vision is to work together as a Christian community to nurture our children within a happy, stimulating and caring school.*

*A place where:*

- *Christian values are at our heart: endurance, compassion, thankfulness, forgiveness, justice and hope*
- *Everyone is unique and welcome*
- *We respect and care for everyone and everything around us*
- *High standards are expected and achievements celebrated so that everyone is able to reach their full potential*
- *Self-esteem and confidence are nurtured on a journey of self-discovery*

*Everyone Matters!*

## **Aims and Objectives**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to have a growing understanding of the Christian faith and how this can impact on the choices that they make;
- Enable children to become confident, enquiring and resourceful learners;
- Encourage children to strive to be the best that they can be in all areas of their lives;
- Foster self-esteem and help children to build positive relationships with everyone around them;
- Encourage children to respect the ideas, attitudes, values and feelings of others, including different cultures;
- Encourage children to understand their community and feel a valued part of it;
- Help children to grow into positive, reliable and independent citizens;
- Take pride in their work and the work of others.

## **Effective Learning**

We understand that children learn in different ways and we recognise the need to develop strategies to allow all children to learn in the ways that best suit them. In our school we should regularly offer opportunities to learn in different ways including:

- Investigation and problem solving
- Research and finding out
- Group work
- Paired work
- Independent work
- Whole class work
- Speaking and listening activities
- Use of ICT
- Visits and fieldwork
- Creative activities
- Designing and making things
- Participation in physical activities
- Guest visitors and performers
- Use of a wide range of resources appropriate to the tasks

Children's learning should be meaningful to them and wherever possible be within a 'real life' context.

Our children should be treated as full partners in the learning process and be given regular opportunities to discuss themselves as learners and their learning and targets with staff.

### **Effective Teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum and the vocabulary related to it so that they can reach the highest level of personal achievement. We use the National Curriculum to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

The Learning and Teaching Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school.

Teachers should use a range of Assessment for Learning (AfL) techniques alongside other formative and summative assessments of each child's progress and this should inform lesson planning and delivery. AfL enables staff to take into account the abilities of all their children, with the key aim being to provide quality, differentiated learning so that every child can make progress within the lesson.

Our prime focus is to develop further the knowledge, skills and vocabulary of all our 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 Education Plans. Teachers modify learning and teaching as appropriate for children with special educational needs and/or disabilities. The SENDCO and a wider range of professionals are consulted and support the setting of targets where necessary.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In the Foundation Stage, teachers work from Development Matters and the Foundation Stage Profile. Pupils' progress is carefully and regularly assessed and tracked using Tapestry to ensure that all children are given every opportunity to develop across all areas of learning.

In years one to six, teachers keep ongoing records in English and Mathematics to plan for future teaching to ensure that each child is working at the appropriate stage linked to Age Related Expectations (ARE). We carefully assess and track children across all subjects to ensure that their progress is monitored either half termly, at the end of a unit, or the end of the term, depending on the subject. Intervention and focus groups are developed as a result of the analysis of tracking data. This helps us to ensure that no child is left behind, and that good progress is made by all pupils.

We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and appropriate documents.

Each of our staff makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. We expect all children to comply with the rules to promote the best learning opportunities for all.

We praise children for their efforts and have a strong house points system that is followed by all classes. This helps 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 work hard to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety:

- the venue is visited, risk assessments are completed, and various permissions are obtained.
- we inform parents, and obtain their permission, before the visit takes place.
- we use the Exeant system to help plan and risk assess every visit

We use a range of schemes, such as SNAP science, Read Write Inc phonics, Discovery RE and Understanding Christianity, Charanga and Le Jolie Ronde but use these with care and adaptations to meet class and individual needs.

We have a strong focus on delivering lessons and thematic units linked to development of memory and metacognition. This means that we expect that:

- Units of work build on a step by step model
- Lessons use a Teach Simply model to help develop children's memory development and to enable them to know and learn more in a lesson.
- The curriculum is spiral and allows for revisiting and development of knowledge, skills and key vocabulary
- Links are made between subjects
- Retrieval practice is encouraged, with explicit times for recall of previous learning
- Knowledge and skills, along with subject specific vocabulary are taught explicitly and children are then given opportunities to work independently and extend or present their new learning at the end of the theme in different ways. This enables them to articulate and draw together the 'threads' of what they know and have learned.
- A growth mind-set is encouraged with children understanding that learning requires hard work and effort, and that they may not have learned something 'yet', but with the right support and a positive attitude to learning they will master it.

### **Use of Learning Objectives**

The use of Learning Objectives are non-negotiable features of all lessons. Learning Objectives should be clearly displayed for each lesson and shared with the children in child-friendly language. All teaching and learning must link to the Learning Objectives set for the lesson and children should have a clear understanding of what they are learning.

Marking and feedback should be in 'real time' for Mathematics and English as much as possible and inform interventions and support.

### **Marking and Feedback**

See *Marking and Feedback Policy* for detail on expectations regarding quality marking and feedback. This is a key aspect of our work, as research has shown that timely, focused marking and feedback has the most impact on improving children's work and securing progress. The marking and feedback policy must be applied consistently across school.

### **Learning Support Assistants**

We value greatly the work of our support staff. They are a valuable part of the team and their insights into individuals/ groups are vital in informing subsequent teaching and learning activities. L.S.A's should be part of the classroom team and used to support pupils to make the most of every learning minute.

Teaching Assistants are deployed as effectively as possible. Each class has a teaching assistant for the majority of every school day. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. Other adult helpers are also deployed as effectively as possible. LSA's should work with different abilities of pupils through the week.

### **Professional Development**

All our teachers should reflect on their strengths and weaknesses and plan their professional development needs accordingly, with support from the Senior Management Team.

We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Staff are encouraged to visit other schools to observe good practice as well as to welcome other professionals into school and undertake peer support and observations both within school and at other schools. We expect that advice from other professionals and specialists is taken on board wherever possible.

We conduct lesson observations in an atmosphere of trust and respect for all. Our professional development cycle works in conjunction with staff Performance Management, Capability and Disciplinary policies

### **Monitoring and Evaluation**

Staff development needs will be identified in line with this policy and the Performance Management policy.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation;
- Rigorous analysis of tracking and pupil progress data, alongside pupil progress meetings
- sampling pupil's work;
- sharing pupil's work throughout school and discussing quality;
- internal and external moderation of pupils' work;
- discussion with pupils;
- sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- displaying work throughout school and discussing quality.
- Planning scrutiny

On occasions, lesson observations are conducted with an advisor/ specialist in order that the judgements of the school are validated. When evaluating teaching and learning in school, we consider:

## The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

Our non-negotiables in the classroom environment are:

- behaviour traffic lights
- Blooms Taxonomy display (questions)
- Prayer corner
- English Learning wall
- Mathematics Learning wall
- Thematic unit Learning wall- with clear week by weeks steps showing how knowledge, skills and vocabulary are built.
- RVI words and vocabulary that is new and linked to the theme is clearly displayed and expected to be used.

## Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media. Displays should be changed at least termly. They should include work on different aspects of the curriculum and reflect the individual child's best efforts as well as ability.

There should be a range of subject areas reflected in display and be accompanied by text presented in a variety of ways to stimulate children's thinking and help them to recall previous learning.

Where appropriate photographs and examples of children's questions and responses can be included in displays.

Work should be fastened onto the walls using staples. Blu-tac or pins should be avoided. Use of drapes often enhance a display or add texture when they are chosen with care. Drapes should be presented with as much care as the pupil's work.

Work should be mounted, in colours that enhance the work. Where in doubt mounting should be done on black and white, with a narrow border of each colour. Backing should be done using display paper that is sympathetic to the theme and work. When displays look dusty or are getting untidy they should be 'freshened up'.

Every classroom should have Learning Walls for both English and Mathematics, as well as the thematic unit being taught which children can refer to for support and help in completing tasks. These areas should reflect the learning that is happening in the classroom at that time and should therefore change or be added to on a weekly basis. They may also have a 'recall section' to enable children to be reminded of, and to recall prior learning.

Each classroom may have a number line appropriate to the children's stage of development /learning. Use of a simple 'washing line' to display numbers etc. can be a helpful addition to a classroom and allows for items displayed on it to be changed quickly in response to the learning.

All displays should be clearly labelled with the specific subject focus, so that children understand the distinct differences between the subjects.

### **Routines and Rules**

Routines and rules in the classroom contribute to a healthy learning environment.

Please see our *Behaviour Policy* for our school rules and also for details of our school *Behaviour Management Policy*. These must be adhered to by all staff to ensure consistency and effectiveness within and around school.

To be effective classroom rules and routines should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced;
- daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the *Behaviour Policy*.

### **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an on going process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Headteacher and parents;



- displays of work;
- opportunities to perform or share;
- encouraging self esteem;
- the awarding of stickers, house points and certificates;
- sharing success with the community.
- Award of 'Golden Tickets'

Friday assembly is a time of celebration. In addition to this we have monthly 'writer of the month'. Where children are nominated for a special mention in Friday assembly a postcard informing parents of this is also sent home.

At the end of every half term a 'prize draw' is made for the winner of the half term 'golden ticket award'. Golden tickets are awarded when a pupil has their name on the golden traffic light for exceptional effort, achievement or behaviour 3 times.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a termly basis. The child should be involved in this process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

### **Classroom Management**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be focused with one group whilst the remainder will be involved in planned activities that do not require teacher input, but still result in learning. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- making children aware that the teacher does not always have to be first in the line of contact. Other children, student teachers and parent helpers can be used.
- Making sure that tasks set are appropriately differentiated to allow for learning at all levels.

### **Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call should be made to the school to discuss the children's work. The teacher's planning should always be available showing lesson plans, timetables and curriculum documents.

### **School Policies**

School policies are set out in the staff induction handbook. It is the duty of each teacher to be familiar with school policies and to apply them. Specific policies can also be requested from the School Office or Headteacher.

### **Voluntary Helpers**

Voluntary helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved.

Volunteers should be made to feel welcome in the school and should be offered refreshment in the shared area kitchen at break times.

### **Roles and Responsibilities**

Every member of the school community has a role to play. The following groups have specific responsibilities to ensure that key aspects are adhered to consistently across all classrooms.

#### **a) Subject Leaders:**

- by expecting high standards of teaching and learning in their subject;
- by ensuring that practices improve the quality of education provided, meet the needs and aspirations of all pupils and raise the standards of achievement in the school;
- by playing a key role in supporting, guiding and motivating teachers of the subject and other adults;
- by evaluating the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff to inform future priorities and targets for the subject;
- by identifying needs in their own subject and should have an understanding of how their subject contributes to the school priorities and to the overall education and achievement of all pupils.
- By following the cycle of review of policy and practice
- By ensuring that planning supports inclusion. (For support see inclusion team)

#### **b) Phase Leaders:**

- by expecting high standards of teaching and learning in their phase.
- by ensuring that practices improve the quality of education provided, meet the needs and aspirations of all pupils and raise the standards of achievement in the school;
- by playing a key role in supporting, guiding and motivating teachers of the phase and other adults;
- by evaluating the effectiveness of teaching and learning, the phase curriculum and progress towards targets for pupils and staff to inform future priorities and targets for the phase;
- by identifying needs in their own phase and having an understanding of how their phase contributes to the school priorities and to the overall education and achievement of all pupils.

#### **c) The Role of Senior Management Team**

The Senior Management Team consists of the Headteacher, Deputy Headteacher and Phase Leaders. At times other staff such as the SENCO or Finance Manager may be required to attend meetings linked to specific agenda items.

The SMT is responsible for:

- Ensuring thorough and rigorous school Self Evaluation
- Ensuring the highest standards of teaching and learning are maintained throughout school
- Being models of good practice for colleagues
- Supporting the head teacher in identifying the strategic plans and direction for the school
- Keeping up to date with the latest developments in education and considering implications for the school and how best to apply new initiatives
- Ensuring that Health and Safety standards are maintained at all times

d) The Role of the Headteacher and Local Governing Body

- 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.

e) Role of the Parents/Guardians

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 discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicating how further improvement can be secured.
- explaining to parents how they can support their children with homework.

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 for partaking in activities.
- 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.

## **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible and not based on gender. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities.

Teachers must ensure that the same children do not dominate in group work. All activities, including extra-curricular activities are open to all children, numbers permitting.

