



Teaching and Learning Policy

PURPOSE

This policy aims to clarify, create and maintain a consistent and common approach for effective teaching and learning. It ensures that all staff and governors have a shared understanding of the key principals involved in creating a climate in which all children make good or better progress.

AIMS

The quality of learning is the most important aspect of our school and the quality of teaching is the most important contributing factor to this. In order to ensure this we aim to:

- offer a broad and balanced **curriculum** which provides children with the skills necessary and the desire to take the next steps in the learning journey.
- ensure that each child has equal access to the National Curriculum and Early Years Foundation Stage.
- provide well **planned lessons** with **high expectations** that meet the needs of all children.
- pay attention to the **development of the whole child**.
- promote the development of confidence, self-esteem, respect, cooperation, self discipline, politeness and high standards of **behaviour** for all members of the school community.
- develop nurturing **relationships** between staff, children and parents and carers which are of real importance to the delivery of the curriculum.
- carry out careful **assessment** in order to plan learning meet the children's needs.
- be flexible and adaptable and use a range of **teaching styles and resources** that will meet the different learning needs of the children.
- **monitor** learning and teaching regularly to ensure quality ,continuity and progression.
- ensure **equality of opportunity** for all pupils in the school.
- promote a positive learning **environment that enables achievement**.

With these aims in mind we will ensure that the successful learning process for the children is driven by high quality teaching which impacts positively and ensure high quality learning.

QUALITY LEARNING is when

- children make good or better progress in their knowledge, skills and understanding.
- children are captivated and enthused by what they are learning.
- learning is an active process.
- content is linked to prior knowledge.
- Children are supported by the teacher and other pupils and learning is interactive and collaborative.
- situations are provided that allow children to exercise choice, develop goals, plan their approach and work independently.

- time is allowed for reflection, response to marking and enables children to monitor and review learning.
- children display effort and concentration.

QUALITY TEACHING is

- the promotion of achievement of children at all levels
- based on secure subject knowledge.
- well matched to the needs of all learners in terms of challenge, pace and teaching style.
- most effective when it uses accurate marking and assessment procedures to inform future planning.
- effective at enhancing children's learning when it makes best use of staff and resources
- the promotion of collaborative, co operative and independent learning.
- a positive working atmosphere in the classroom through excellent relationships.
- when there is a high level of praise and encouragement.
- supported through the use of homework.

CURRICULUM (INCLUDING EARLY YEARS FOUNDATION STAGE)

Our Foundation Stage operates as a unit with nursery and reception age children working side by side. The staff involved plan the curriculum carefully using the Early Years Foundation Stage practice guidance to ensure quality and progression within the learning opportunities.

Children receive full access to the National Curriculum requirements from Year 1. Our RE teaching follows the recommended North Yorkshire Guidelines.

Our school organises the curriculum into learning challenges. This question led approach helps children to have some ownership of their learning, ask their own questions and research their own areas of interest within a key class question.

Learning challenges are cross curricula and each challenge commences with a wow activity to motivate and engage the children. Following the completion of the challenge there is a celebration or sharing which involves parents. In our aim to provide stimulating and challenging learning opportunities we endeavour to provide as much first hand experience as possible to enhance and support the curriculum. We take children off-site or arrange for visitors to come to school.

Details of coverage can be seen in our curriculum plan and in class pages on our website.

PLANNING

Our Long Term plan aims to ensure that all children benefit from a wide ranging curriculum which builds on prior knowledge and skill development and avoids unnecessary repetition.

Medium terms plans are completed by the classteacher. Learning objectives and the development of skills are clearly outlined alongside the activities the children will undertake.

Short term plans will be formatted by the teaching staff but will include the following elements:

- Learning objectives

- Learning challenge questions
- Assessment for Learning opportunities
- Activities
- Use of support staff
- Differentiation including the identification of groups where appropriate
- Success criteria
- Annotation space.

MONITORING AND EVALUATING TEACHING AND LEARNING

Monitoring and evaluation will take several forms. This is planned and shared with the staff on a termly basis and is closely linked to the school development plan.

LESSON OBSERVATIONS

Monitoring of lessons will be undertaken by the Leadership Team. The focus of these observations will be shared with the staff and notification may be given in advance. A formal written record of these will be taken and shared with the member of staff. A lesson plan must be provided by the member of staff concerned. Pupils may also be spoken with as part of the process.

DROP IN SESSIONS

These monitoring sessions will be undertaken by subject leaders. Working from the one end of the school to the other in age order the observer will visit the lessons for no more than 20 minutes. This will help to see progression and consistency.

LEARNING WALKS

Learning walks will be undertaken by staff and governors on a regular basis. These will have a key focus and the outcomes recorded on an evidence form. Although full session observations will not play a part in this process visits to a classroom of no more than ten minutes may take place if appropriate. The outcomes will be shared with the staff.

WORK SCRUTINY

Work scrutinies will be undertaken by Senior Leaders, Subject Leaders and Governors. Each year group will provide appropriate evidence. This will then be looked at in terms of pupil progression and attainment. Compliance with school policies and progress since previous scrutinies will be noted. Issues arising from this sample will inform future school development work and will also be followed up during the next scrutiny.

PUPIL LEARNING DISCUSSIONS

Feedback from pupils provides a valuable source of information. The discussions will be carefully planned and led by two school staff members. A summary of the discussions including areas for staff development will be fed back to all staff on the evidence form.

PLANNING SCRUTINY

Planning will be scrutinised regularly. The focus will be to ensure progression, appropriateness of activities and levels of expectation. The outcomes will inform future planning.

ASSESSMENT FOR AND OF LEARNING

We believe that assessment and recording are a crucial and integral part of the teaching and learning process. A clear structure for assessment is outlined within the schools policy.

Individual targets are set in writing and maths and progress towards these is monitored closely by both staff and the children themselves.

SUMMATIVE ASSESSMENTS

EARLY YEARS FOUNDATION STAGE

Children will undertake a baseline assessment when joining the Foundation Stage Unit. Their progress will be tracked regularly and the outcomes recorded on O Track. The EYFS Profile will be completed in the summer term for all Reception children.

PHONICS CHECK

As required by the Dfe children in Year 1 will undertake the phonics check and the results will be shared with parents. Children who do not meet the required level will be given support in phonics and re sit the check the following year.

SATS

Children in Year 2 will be tested in line with national procedures during the summer term using KS1 SAT materials. This will be reported alongside the teacher assessment information.

Children in Year 6 will take national SAT tests in May. Teachers will also make their own assessment of levels attained and may use the SAT results together with other assessments and pupils' work to help reach their judgments.

Assessment information will be input in to O Track for recording purposes.

DATA ANALYSIS

Assessment results, both internal and external, will be thoroughly analysed in order to identify areas of achievement and areas for improvement. Analysis of National Curriculum assessment data will take place at the end of the Summer / beginning of the Autumn Term by the Headteacher and the Senior Leadership Team. This analysis will help us to:

- evaluate the impact of previous priorities
- set targets for further improvement *and*
- develop strategies which will help us to achieve.

The Headteacher will be responsible for analysing National Curriculum assessment data through RAISEonline. The Early Years Foundation Stage data will be analysed by the Assistant Headteacher. All analysis will be shared with the staff and governors.

Each term each child's progress and attainment in reading writing and maths will be updated on O Track. This data is then analysed by the subject leaders and headteacher. Pupil progress meetings are then held to discuss both class and individual issues.

MARKING AND FEEDBACK

It is of vital importance to us that marking and feedback are consistent across the school and to ensure this further details of our strategies are outlined in our Marking and Feedback Policy. Marking is, where possible, undertaken with the child present however when this is not the case time is allowed at the next session for the children to reflect on the teachers comments. All marking draws out the positive elements of the work, is related to the learning objective and has clear indications of what needs to be done in order to improve. Marking with younger children generally takes the form of oral feedback as this is the most appropriate.

Each area in the school uses a marking key.

ROLES AND RESPONSIBILITIES

HEADTEACHER

Monitor the effectiveness of the Teaching and Learning policy through:

- Ensuring all national assessment requirements are fulfilled.
- Sampling work from each class.
- Completing a range of lesson observations.
- Taking regular learning walks.
- Analyzing all assessment data.
- Liaising with Governors on target setting.
- Leading the Appraisal procedure and relating it to the appropriate professional standards.
- Implement pupil work scrutinies on a regular basis, collate findings, feedback to staff and take appropriate action.

SENIOR LEADERSHIP TEAM

Monitor the effectiveness of the Teaching and Learning policy through:

- Completing a range of lesson observations.
- Taking regular learning walks.
- Undertaking the role of Team Leader for the Performance Management of the support staff. Where appropriate.
- Discuss issues arising from data analysis and create plans to support school development work.

GOVERNORS

- Regularly review the Teaching and Learning policy alongside other policy documents with the Headteacher .
- Support the target setting process.
- Receive regular updates on the schools performance.
- Undertaking regular Governors visits with a clear focus linked to the School Development Plan.

TEACHING STAFF

Will implement the Teaching and Learning Policy by:

- ensuring all medium term plans are filed in the agreed locations by the end of the first week of a new term.
- having session plans available for Senior Leadership Team when requested.
- ensuring tracking files are kept up to date in order to ensure pupil progress is continually driven forward.

- monitoring the work of Teaching Assistants and providing support and resources as necessary.
- providing time for Teaching Assistants to feedback from sessions.
- maintaining a well organized, stimulating learning environment.
- ensuring children behave appropriately at all times and inappropriate behaviour is dealt with according to school policy.
- Providing up to date data in line with the assessment policy.
- Keeping the class page on the website up to date so parents and carers have the opportunity to share in their children's learning.

TEACHING ASSISTANTS

Will implement the Teaching and Learning Policy by;

- Ensuring that each taught session is planned for according to school guidance.
- Keeping all teaching spaces and resources organized and stimulating.
- Providing feedback to teaching staff regarding the taught sessions.
- Ensuring children behave appropriately at all times and inappropriate behaviour is dealt with according to school policy.

PARENTS

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 information evenings and providing parents with up to date assessment levels and information about targets.
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying that term
- Sending an annual report 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 homework

EXPECTED OUTCOMES.

Through careful implementation of the policy and close monitoring of its consistency we aim to raise the quality of teaching across the school and therefore deliver a high quality learning experience for all our children. High quality teaching and learning will increase pupil progress and achievement and have a positive impact on school attainment.

MONITORING AND REVIEW

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.