

WEETON PRIMARY SCHOOL



Teaching and Learning Policy

Rationale:

Here at Weeton Primary School, we believe that teaching and learning are the core functions of our school and that learning should be a lifelong process that is both a rewarding and enjoyable experience, for everyone. With a prime focus on inspiring our pupils to develop a passion for learning, our teaching aims to equip them with the skills, knowledge and understanding necessary to be curious, independent learners, who reach their full potential. We believe that appropriate teaching and learning experiences are great contributors in enabling children to become successful learners, who will ultimately lead rewarding lives as responsible citizens.

Our Teaching and Learning Policy aims to promote best practice and establish consistency in teaching and learning across our school. The policy enables our staff to understand and achieve our shared standards of excellent practice and provide an agreed framework, which ensures each and every one of our children are provided with high quality learning experiences, which in turn will lead to a higher level of pupil achievement and attitude. Our policy lays out the foundations for a coherent and continuous education for our children that promotes equality and inclusion.

Teaching and Learning Policy aims: (read alongside the school's statement of intent)

1. Provide all of our pupils with the opportunities to flourish as confident, resilient and curious independent learners.
2. To develop well-rounded, caring and diverse children who accept and celebrate uniqueness and individuality.
3. Prepare our children for lifelong learning by providing them with the skills, knowledge and understanding, and perhaps most importantly the desire to learn, that will enable them to play a full and active role in society.
4. Give each and every one of our pupils, every opportunity to succeed.

Curriculum aims:

All of our curricular goals rest on an ability to understand, master and articulate language, which is why we have both reading and oracy at the heart of all subjects.

- Reading should be at the heart of the taught curriculum.
- Oracy and PartnerTalk: use partner talk to develop speaking and listening skills in all lessons.
- Listen: listen to your pupils, encourage them to listen to one another and respond respectfully.

High expectations for all:

- We believe that all children have the potential to achieve at the highest possible standard given the correct support and personalised learning experiences.
- Staff have high expectations of pupil outcomes from their starting points in terms of quality of work, presentation and personal growth.

Planning:

- Units of work should be carefully sequenced and lessons should be delivered according to this. Such delivery will ensure that lessons build upon prior knowledge and forge links across other curriculum areas.
- Aims to ensure that memorable learning experiences are created and opportunities to enable 'sticky knowledge' to be forged.
- Planning is a 'working document' and should be amended as and where necessary and in response to pupil's needs, interest and outcomes.

Purpose:

- all lessons should have a clear purpose shared with learners: What are we doing? Why are we doing it?
- Learning objectives (IALT: I Am Learning To/ IAP: I Am Practicing) should be simple and child friendly.

Recap:

- Through discussion and carefully tailored questioning, previous learning will be revisited to ensure that children are starting from a similar learning point and can pave the way to embrace new learning.

Explore:

- Where appropriate, use a 'hook' or 'exploratory task' to create interest and engage pupils to provide them with the desire to delve deeper into a topic.

Question:

- Plan ahead for specific, higher order questioning within a lesson, to enable key learning points to be addressed/met.
- Ascertain starting points, unpick misconceptions, probe deeper and encourage children to question each other and themselves.

Independence:

- Promote independence in work whilst also ensuring that all pupils are able to succeed.
- Allow adequate time for independent work, depending on the task and provide suitable scaffolds such as teacher modelling to support this independence.
- Do not over model work. Allow pupils to research for themselves and present new ideas.

Risk taking:

- Encourage pupils to take risks, think and express themselves freely.
- Allow children to feel comfortable enough where they can make mistakes and use these as experiences to learn from.

Mastery:

- Focus on depth of learning as opposed to rapidly moving forwards to the next stage. This enables children to develop a sound knowledge of subject area and skills in which they can then take out of context and apply into different learning, and life, experiences.

Behaviour Management:

- Use a range of strategies/cues to facilitate pupil engagement and smooth transition.
- The school's behaviour policy must be followed and applied consistently to ensure fairness

Marking:

- Marking is carried out in line with the Marking Policy.
- Marking should be carried out in a way that is manageable for teachers and effective for children in terms of moving them forwards with their learning e.g. in the moment marking.
- Marking does not always take the form of written response and can be verbal or visual where suitable.
- Children should be given the time to respond to marking comments before moving on to the next stage of learning.

Learning Environment:

Emotional Environment:

At Weeton, we believe that the learning environment is two-fold and that both the 'emotional' and the 'physical' environment have equally important roles within teaching and learning.

We aim to:

- Nurture positive relationships and behaviour and seek to establish an ethos of mutual respect.
- Be inclusive of all children and cater for their individual learning styles
- Celebrate and respect differences and promote inclusion
- Use positive praise and reinforcement
- Reinforce and celebrate success, building an environment where risks can be taken.
- Have high expectations and aspirations for all of our children
- Demonstrate consistent and fair expectations and standards to ensure children feel safe. Clear boundaries are set and good behaviour recognised and rewarded.
- Ensure that additional resources/support are provided for any children struggling within the classroom environment.
- Ensure a calm, 'ready to learn' atmosphere is observed before Teaching and Learning begins.
- Develop a 'can do' attitude.

Physical Environment:

We aim to:

- Arrange furniture and space to create a safe, flexible learning environment including a carpet focus area.
- Facilitate alternative 'quiet' working spaces for children that may need access to this.
- Create a topic focused environment which stimulates interest in the theme of study e.g. wall/door display, themed book corner or role play area (age appropriate).
- Ensure that children are immersed in key vocabulary linked to their topics.
- Make sure equipment is labelled and accessible to promote independent learning
- Create a space for each student; labelling trays and pegs etc., where applicable.
- Teaching, and expecting, children to respect and care for their environment
- Ensure Working Walls are effective, accessible and are not over-stimulating.
- Ensure classrooms are inviting and that areas are clear and clutter free.
- Provide an inviting book corner that helps nurture a love for reading.

Planning

At Weeton, we believe that excellent planning is an essential part of excellent teaching. At the initial planning level, Subject Leaders/Teams are responsible for ensuring that full coverage of the National Curriculum within their subject area is outlined and catered for, across all key stages, within a Long Term Plan. Within these Long Term Plans, the National Curriculum Programmes of Study are identified and structured for delivery in a sequential way. Teachers are then expected to use these Long Term Plans, and break them down, explicitly following the identified sequence of learning, to ensure that planning for their year group, considers the cohort of children, the purpose of the lesson and where the lesson fits into the child's learning journey that both ensures prior knowledge is both drawn upon and built upon.

As a school, we do not require onerous or overly detailed planning and leave the structure and finer details of planning, down to the individual Teacher's professional judgement. We do however expect that all Teachers cater for the differing abilities and needs within their cohort. Through the conduct of 'Lesson Walk-Through's', conversations with staff and pupils and through Book Scrutiny, we believe it will be evident whether planning has been well considered.

Enrichment trips and experiences should be planned for at least termly by the Class Teacher, enabling children to gain real-life experience and facilitate their classroom learning. Whole School Theme Days, and events, such as Black History Month or 'Science Day' are also planned ahead to ensure that children are exposed to significant events in the Wider World.

A medium term overview is essential to the planning of any unit. Class teachers and subject leaders will need to have an understanding of the medium term planning for all units for their year group. Planning for the foundation subjects will be moved onto 'Subject Overviews', which is an ongoing body of work as our curriculum continues to develop this academic year.

Teachers draw from multiple sources to help design and feed into curriculum planning, however for some subjects, we do follow specific schemes of work. For Maths, English, P.E. and Religion and World Views, we follow the Lancashire Schemes of Work for planning. For Science planning, subject units are underpinned by both the Lancashire and PLAN schemes and for PSHE, we follow the Jigsaw scheme of work. For Art and MFL, we use KAPOW and music is supplemented with units from the Charanga scheme.

Class teachers must plan for any children with SEND in their class, using the guidance provided by the SEND team. It is the class teacher's responsibility to plan for these children, although a TA may support in the delivery of the planning.

Plans will be looked at by the SLT and subject leads as part of the school's monitoring cycles (refer to Monitoring and Assessment Calendar).

Resources:

Teachers are free to decide how to resource their lessons in order to facilitate the children's learning experience. Resources for lessons can be drawn from multiple/various sources, for example:

- In-house 'Topic Boxes'
- Library Loan Boxes
- External visits/visitors
- Specialist teacher
- Identified Schemes of Work
- Internet

It is expected that resources are carefully thought about at the planning phase and are chosen in such a way as to enhance and support learning and not to limit it; they are to privilege 'thinking' over task completion. Open-ended resources that allow for children to use their imagination/own direction are favoured over 'one-size' fits all or heavily 'clozed' activities that can stifle exploration and limit the development of schema.

Monitoring and Assessment:

At Weeton, we believe that the most valuable form of assessment is formative assessment which is determined by the daily interactions and questioning of our pupils. For further information, refer to Assessment Policy.

Due to the highly transient nature of many of our pupils at Weeton, we make it a priority to ensure that all children are base-line assessed when they arrive at school, whatever the academic point of year, in order for us to ascertain the best personalised learning experience for them, moving forwards. Similarly, we do our utmost to ensure that all academic records are shared between educational settings for any children joining or departing mid-year, in order to ensure that the smoothest of transitions takes place for our children to continue on their learning journey.

Presentation of work

Handwriting should be of a high standard, especially from Year 3 onwards where the cursive handwriting joins should be applied. Cursive handwriting is introduced in Year 1 with the aim that it be embedded by the end of Year 2.

- Pupils should be encouraged to take pride in their work and present it neatly.
- We follow the rules of D.U.M.T.U.M. when writing the date and IALT.
- Date should be written on the board daily by the teacher, in both numbered and worded form.
- The numerical date is recorded in Maths books and the worded date is used for all other subjects.

Exercise books:

Exercise books are uniformed within KS1 and KS2 to ensure that books are more recognisable for children and can be easily source for evidence of progression for monitoring purposes. Alongside the expectation that books will follow the above presentation guidelines, there is also an expectation that worksheets within books will be kept to a minimum (no more than 2 in 5 pieces of work will be recorded on a worksheet, per subject). For some subjects, work is recorded in whole-class Floor Books which are kept at the front of classrooms for both children and Teachers to access to refer to prior learning.

Displays:

The main purpose of displays is to support and model learning for the children within the classroom and to provide key vocabulary for the children to access and refer to. Children's work is also celebrated within displays which can be found both within the classroom and throughout the wider school environment.

We aim to provide:

- A word-rich environment where key vocabulary is displayed, accessed and accessible to all.
- English Working Wall that reflects the current work and focus within the classroom. The wall should display key vocabulary, grammar skills and examples of good practise.
- Maths working wall that reflects the current concept/skill focus. Key vocabulary, prior and new learning and steps to success/ examples of methods should be available to children.
- A Class Notice board which displays the class timetable, computer logins, groupings, medical needs and registers for clubs etc.
- Other displays that are decided by the Pupils/Teacher will also be evident within the classroom.

The Role of Subject Teams

- To ensure that Long Term Plans for their subject areas are designed with full, sequential curriculum coverage across the primary phase and are available for staff to draw from to aid their own, specific year group planning.
- Monitor progress and attainment in subject team areas and action plan to address areas of need.
- Support colleagues to develop practice and subject knowledge to maximise progress.
- Take the lead in policy development.
- Have responsibility for the purchase and organisation of resources.
- Keep up to date with developments in their particular subject areas and are responsible for sharing this with colleagues.

Role of Parents

At Weeton, we believe that effective teaching and learning requires a strong and meaningful partnership between pupils, parents and school to enable every child to reach their full potential.

Parents have a fundamental role to play in helping children to learn. We aim to keep parents informed about what and how their children are learning by:

- Providing a Year Group Leaflet at the start of the year (or when a child joins) that provides an overview of topics to be covered and details of routines and expectations.
- Sending a fortnightly newsletter home that details events and important information.
- Provide regular homework activities that are age-appropriate and tailored to the ability of the child.
- Maintain a dialogue with parents through Reading Records/ Home-School diaries where deemed suitable.
- Welcoming parents into school for Class assemblies and whole school celebrations, such as Harvest.
- Holding Parents Evening's twice a year (with the opportunity for further meetings at request) where progress made by each pupil and his/her next steps in learning are explained and discussed.
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement.
- Holding parent workshops where necessary, to explain the work covered and the strategies and methods taught to the pupils.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- 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;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.