Teaching & Learning Policy

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Signed .................................
Chair of Governors

Signed .................................
Headteacher
Introduction

Fletching C E Primary School is a small school with big ideas!

Our Vision

Vision Statement:

At Fletching CE Primary School we aim to offer an inspiring education for all pupils through having fun, engaging in learning adventures, exploring near and far, making friends, caring for our world and living healthy lifestyles. Our key learning behaviours of respect, perseverance, trust, caring and collaboration are embedded in our curriculum. Our teachers are inspiring educationalists who deliver learning in lively and exciting ways which enable all of our learners to set their sights high and reach even higher. They skilfully use feedback and questioning to empower pupils to strive for excellence and enjoy the journey of learning. We encourage pupils to be the ‘voice’ of our school and create confident individuals who are proud to share their passion for learning and life within our school and wider community. We explore our own faith through our Christian ethos and ponder how our beliefs can help us tackle life’s ‘Big Questions’.

We want all our children to:
• Experience a rich and varied curriculum
• Develop lively enquiring minds and a love of learning
• Recognise that learning is a journey and excellence comes through perseverance
• Have high self esteem
• Work with independence
• Value and care for others
• Be successful
• Have their achievements celebrated
• Feel safe
• Become good citizens
• Become positive contributors to their community and beyond
• Care for their environment
• Be self-disciplined and courteous

We want all our staff to:
• Continue raising our high standards of teaching and learning
• Develop professionally
• Feel valued and supported
• Be successful
• Have job satisfaction
• Enjoy a healthy work-life balance

We want our governors to:
• Work as friends and partners of the school
• Know the school and staff well
• Offer constructive advice

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• Promote the school in the wider community

We want our parents to:
• Feel welcomed in school
• Work in partnership with teachers
• Be well informed by clear communications

We want the wider community to:
• Develop good relations with our school
• Broaden our horizons

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow children to learn in ways that suit them best.

Through our experience we are aware of different learning styles – such as visual, aural and kinaesthetic – and teachers review their planning to check that their teaching includes a balance of teaching and learning styles to promote the optimum responses.

We are constantly looking for ways to enhance our learning opportunities and make these experiences more interesting for the learners.

We believe that children learn most effectively when:

• They are happy at school. They feel valued as both an individual and as part of the class and school community. We listen to their views.

• They have friends who support them and they are not threatened by any bullying.

• The learning environment is stimulating, well organised and has attractive displays that value pupils’ work.

• They are encouraged to be appropriately independent and take responsibility for their own learning, by being involved in reviewing the way they learn and reflecting on what they have learnt.

• The work is planned to include first hand experiences such as field work, visits to places of educational interest, visits from artists, authors and people from other cultures.

• They are taught a range of strategies to aid thinking, for example having response or talking partners so that they are encouraged to discuss their ideas.

• They are encouraged to make connections and generalisations, to explain patterns and trends and to construct their own guidelines.
LEARNING
All pupils at Fletching CE Primary School will be given every opportunity to develop into lifelong learners.

Successful learners
Pupils will be willing to:

- Try new things
- Work hard
- Concentrate
- Push themselves
- Use their imagination
- Improve their work
- Understand others
- Keep going and not give up

Active learners
Pupils will:

- Link new learning to what they already know
- Make connections, generalisations and construct rules
- Generate hypotheses
- Express and clarify their ideas and opinions
- Have strategies for problem solving
- Use a range of strategies such as talking aloud, using representations e.g. actions, drawings, maps, notes, diagrams
- Imagine and empathise
- Analyse actions, ideas, processes and texts to understand and explain how they work
- Critically respond and evaluate

Independent learners
Pupils will:

- Be clear about what is to be achieved – objectives, purpose, success criteria, outcomes
- Plan and manage their work and know what to do if they are stuck or when they have finished
- Ask when they do not understand
- Monitor and self-correct as they work
- Initiate and extend learning activities
- Use evidence and information sources independently
- Give information and opinions confidently, knowing their views
- Access resources independently as required
- Have a repertoire of skills for using tools and materials, including computing
- Evaluate and reflect on their own learning and achievement

**Co-operative learners**

Pupils will:
- Behave appropriately and exhibit good behaviour reinforced from adult/peers
- Co-operate in paired and group working
- Contribute ideas and listen to others
- Effectively use talk and response partners
- Understand about turn taking and the need for compromise
- Learn from the experience of others
- Support others in the group

**Positive learners**

Pupils will:
- Show interest and enjoy the challenge and success of new learning
- Concentrate and follow tasks through
- Try to learn from misconceptions, errors, strategies that fail
- Learn from constructive criticism
- Learn from the experience of others
- Support others in the group

**TEACHING**

All teachers and teaching and learning assistants at Fletching CE Primary School will strive to provide the best possible education for the pupils in their care and support children to grow into reliable, independent and positive citizens.

**Subject knowledge**
- Teachers will ensure that their own subject knowledge is sufficient to enable them to teach to the objectives effectively so that they deliver the curriculum agreed by the school.
- Teachers will ensure that they teach pupils in sufficient depth to extend their knowledge and handle their misconceptions effectively.

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- Subject leaders will support, share and model good practice to enable and promote effective learning.

**Clear objectives**
- Teachers will have clear learning objectives which are shared with the pupils and success criteria which are made relevant with the pupils’ involvement
- Each term’s learning overview will be shared each term with parents / carers in individual class curriculum news and on the website
- Learning objectives will be appropriately levelled and matched to the pupils’ needs, with a key focus on skills progression

**Lesson Structures**
Teachers will provide opportunities for:
- Re-capping prior learning
- Mini -plenaries throughout lesson
- Progression from directed to independent work
- Focused group work for independent work, both individual and collaborative.
- Time allocated for reflection, self-assessment and evaluation.

**Whole class teaching**
Teachers will ensure that whole class teaching is:
- Inclusive and takes account of the vulnerability of specific groups of pupils
- Rich in speaking
- Interactive
- Differentiated
- Children should sit in mixed ability groups or focus groups for guided activities

**Teaching Strategies**
Teachers will:
- Use ICT effectively to enhance children's learning
- Make links to previous learning and make connections
- Manage pupils’ misconceptions to help them use them for learning
- Provide time and focus for pupils to work in depth and to think
- Involve pupils in leading their own learning
- Teach appropriate technical and meta-language to help pupils conceptualise what they are doing and make it transferable
- Actively promote success for each pupil

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• Use talk partners to promote speaking and listening and shared ideas. These partners are changed regularly as appropriate in each class.

Tasks and activities
Teachers will ensure that activities and tasks:
• Are levelled and matched to pupils’ abilities
• Apply and extend knowledge and skills and provide appropriate challenge
• Are structured to provide feedback for self-monitoring and self-correction
• Promote independence and collaborative learning.

PLANNING
All staff will use the school’s agreed formats for medium and short term planning (identifying the structure of the lesson) and identify the cross curricular links on the appropriate plans.

LEVELS OF PLANNING

Long term (whole school curriculum map)
• Literacy/English and Mathematics (2014 curriculum)
• New 2014 National Curriculum

Medium Term (termly plans)
• Outline the learning objectives to be taught, based on school schemes of work and the National Curriculum
• Visits / visitor/ parental communication / wider community links (e.g. secondary school liaison to make use of specialist expertise or resources).
• Resources, e.g. books, artefacts, specialist materials, suitable websites
• Assessment opportunities, including whole school assessment weeks
• Cross curricular links
• Evaluations
• Recommendations
• Spiritual, moral, social and cultural learning should be identified

Short Term
• Clear learning objectives and relevant success criteria, steered by the teacher and generated by the children, with key questions identified.
• Activities matched appropriately to pupil needs.
• Ongoing assessment opportunities, including time allocated for feedback to pupils and pupils’ self -evaluation
• Pupil focus groups
• Differentiation with reference to Levels of attainment
• Reference to I.E.Ps /SEN
• Teaching strategies
• Resources
• Use of adults (class teacher, teaching assistant, parents, students, etc.)
• Homework - handwriting, spelling, Literacy/English, Mathematics or Learning Journey
• Evaluation
• Points for action
• Identify opportunities for ICT

Assessment

Assessment will be used to inform future planning.

Key features of effective Assessment for Learning

• The teacher is clear about the learning objectives/outcomes
• The learning objectives are shared with learners in a way they can understand
• The success criteria that lie beneath the learning objectives are developed with the learners
• The teacher shows/explains what ‘good’ work will be like, i.e. – the learners are clear about the expected standards
• The teacher uses questioning effectively, i.e. to find out what learners know and understand; to promote further learning; to prompt thinking and reflection
• The feedback (both oral and written from appropriate adults and peers) to the learners focuses on the learning objectives
• The feedback makes learners aware of the achievements they have made in relation to the learning objective
• The feedback provides an improvement (progress) prompt
• The learners understand/use the feedback to improve their work
• The learners are given time to reflect on and respond to marking and feedback
• There is evidence that learners act upon the feedback to improve their work
• The learners are involved in other ways in the assessment process, e.g. peer/self-assessment; negotiating, recording, monitoring their own progress through personal targets
• The teachers and learners reflect on the extent to which the learning objective has been achieved, e.g. in the plenary, peer/self-assessment
• Teachers use what they find out from assessment to inform their interventions in the midst of learners’ learning; adjust their planning accordingly

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Teachers will carry out assessment which:

- Is rapidly responsive to solve problems and will provide support ‘at the point of difficulty’
- Involves pupils in actively assessing their own progress and defining personal objectives
- Is periodic and is focused on targeting and tracking individuals through the ‘Milestones’ assessment system
- Teachers should understand that good quality feedback is of particular importance in helping children to understand how to make progress in their own learning

Teachers will mark pupils’ work, following the agreed guidelines of our Feedback and Marking policy

Teachers will carry out periodic moderation which:

- Uses the ‘Milestones’ Assessment System
- Builds on assessment
- Makes the links across the school
- Identifies whole school or whole class issues
- Provides evidence for the analysis of the impact of whole school initiatives
- Gives teachers confidence to make judgements in a professional context
- Promotes professional debate

Liaison with parents

Teachers will liaise with parents/ carers on any issues related to the pupils’ learning or general well-being.

Formal opportunities for reporting to parents will be 3 times a year through consultations and/or open sessions, with a written report in the summer term.

Behaviour Management

Teachers will establish routines and set clear boundaries for pupils, both within the classroom and the whole school environment.

Teachers will have high expectations of standards of work and behaviour.

Behaviour management strategies will follow the school’s agreed Behaviour policy.

ENVIRONMENT

The school environment is a reflection of the ethos of the school and has a profound impact on the pupils’ learning.
All areas of the school should be uncluttered and promote and stimulate high quality learning.

**CLASSROOM ORGANISATION**

Whilst acknowledging that each teacher brings his/her own talents and style to the school and offers something unique, it is necessary for there to be a range of common practices all classes. In order to maintain consistency, continuity and progression throughout the school, every teacher should ensure that the common agreed principles are evident in his/her classroom.

**Furniture**

- Suitable to the age range of the class
- Good quality
- Meets all British educational and safety standards
- Good value for money
- Good condition
- Arranged so that children can always turn to face the teacher when he/she is addressing the whole class and so that the children can move around the classroom easily and safely.

**Resources**

- Easy access
- Clearly labelled, including visuals
- Appropriate
- Consistent
- If folders are used for children’s work, they should be clearly labelled

**Designated areas**

- Foundation Stage environment should be distinctive and provide the opportunities for play based learning as per the Early Learning Goals

- The role play areas in Early Years should be changed regularly, with appropriate additional activities and resources added during the period to develop role play opportunities, to stimulate imaginative play. (see Early Years Policy for further detail)

- Each class should have an English and Maths Working Wall, Topic area relevant to the current teaching context, Reflection Area and opportunities for pupils’ writing to be celebrated.

- Classrooms should have clearly defined areas for specific use of ICT (computers), reading, etc. as space allows

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- Where space allows, classes should have a meeting area where all the children can be gathered

**Display**

- Displays should be colourful, informative, and interactive and changed at least 3 times a year in line with the curriculum framework.
- Displays in the classroom should show the children's own work.
- Displays should be instructional and support pupils' learning
- All classes should have their class rules clearly displayed.
- Each teaching area should have its ‘emergency card’ (orange/red) displayed by the whiteboard
- Each class should have the key learning behaviours displayed.

**COMMUNAL AREAS**

These are all areas which contribute to teaching and learning; therefore the principles, which apply to the classroom, should also apply to communal areas in the school e.g. corridors, library, dining hall, school house garden, the outdoor classroom and rooms within School House.

The whole school community should take the responsibility to maintain and respect the environment and replace resources correctly.

**PARENTS AND THE COMMUNITY**

At Fletching CEP School we will encourage our parents to have active involvement in their children’s learning by:
- Inviting them into school
- Keeping them fully informed about their children’s education
- Using their expertise
- Emphasising the importance of the home / school agreement document

In addition there will be:

- A curriculum letter, from each class teacher, incorporating the overviews for all subjects and requesting support from the parents who may have expertise linked to the work to be covered during the term
- Clear homework information/ expectations (differentiated as appropriate to each child)
- Individual Education Plans and School Based Plans as appropriate to need
• Reading Record Book as liaison about reading progress between home and school
• Parent consultation evenings and open mornings / afternoons
• Involvement of parents in special events, e.g. Arts Week, Science Week, peripatetic teachers for sport and music
• Information meetings for parents – e.g. on Phonics (for YR, Y1 and Y2) or Mathematics
• ‘Family Learning’ sessions where parents and carers are invited in to school to learn with their children a minimum of once a term
• Links with pre-schools and community college, church and linked schools

The Role of the Governors

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

• Support the use of appropriate teaching strategies by ensuring resources are allocated 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 self-review processes. These include the headteacher’s reports to governors.

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.

We will review our policy during the Autumn term each year.

October 2016