



Wibsey Primary School

Policy for Teaching and Learning

Introduction

Children and adults learn new things every day, therefore, learning should be a rewarding and enjoyable experience which is creative and fun. Our teaching, through the enquiry based approach of our learning challenge curriculum, should equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. It will enable all children to make progress in every lesson taught and raise standards.

Aims

Children learn best in different ways; however we recognise that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school life.

Wibsey Primary School provides a rich and varied learning environment that allows children to develop their skills and abilities to their full potential (School Mission Statement).

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people and prepare children for life in a modern, democratic Britain.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.

Objectives

Effective Learning

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

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;

- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT resources (computers, netbooks, ipods etc)
- fieldwork and visits to places of educational interest and visitors;
- creative activities;
- video clips;
- dialogic talk;
- debates, role-plays and oral presentations;
- designing and making things;`
- participation in athletic or physical activity;
- teaching others to consolidate their understanding.

We encourage children to take responsibility for their own learning, to be involved in reviewing the way they learn, and to reflect on how they learn – what helps them learn, what makes it difficult for them to learn, how they learn best.

Effective Teaching and Learning

Curriculum Provision

Ensuring progress, through motivating the children and building on their skills, knowledge and understanding of the curriculum, is our main focus across all lessons and activities. The **School Aims** and **Curriculum Statement** set out the aims, objectives and values of the school. The **Curriculum Yearly Overview** and **Year Plans** identify what is to be taught, when it is to be taught and the initial cross-curricular links.

We have high expectations for our children and strive to ensure that their work is of the highest possible standard. Children are taught in mixed ability groups in Foundation and Key Stage 1. In Key Stage 2 they are taught in mixed ability classes for all subjects until they reach year 6 when they are placed in ability grouped classes for Literacy and Numeracy. In all groupings we provide differentiated tasks for our children appropriate to their ability based on the teachers' knowledge of the level of the children's attainment; the prime focus being to ensure progress and further develop the knowledge and skills of the children.

Due regard is given to the Individual Education Plans (IEPs) when planning for children with special educational needs (SEN), to make sure their provision is enhanced and appropriate to their learning needs.

Subject Knowledge

Children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders and curriculum teams; our CPD programme and our appraisal procedures ensure that all teaching is led by staff with excellent subject knowledge.

Basic Skills

We recognise the centrality to learning of the core basic skills and our curriculum is designed so pupils have opportunities to consolidate, practise and extend these core basic skills. Our teaching programme for reading, writing, communication and maths is organised so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

Target Setting

Academic targets, both numerical and curricular, are set and shared with the children and their parents. Numerical targets are set annually and progress towards the targets is monitored throughout the year and reviewed at the end of the year before setting revised targets for the

new academic year. Curricular targets for children are recorded in the back of literacy and numeracy books and are appropriate to their academic levels and learning needs.

Planning

Lessons have planned clear learning objectives which are informed by systematic and accurate assessment of prior learning, and plans for the progression of all pupils in skills, knowledge and understanding across all lessons. Planning identifies clear sequences of learning, based on pupil need, with a high level of challenge for all and details carefully chosen, creative and imaginative, teaching strategies and differentiated tasks (with risk assessment if necessary), resources, assessment methods and roles of adults. Evaluation of the lessons indicates modifications for future planning and improvements in teaching.

Assessment for Learning

We use a range of AFL techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and plan support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties. Assessment for learning strategies (AFL) used during the lesson feed into planning for the next lesson.

Marking and Feedback

All teachers follow the school's **Policy for Marking and Feedback** and plan regular opportunities for pupils to respond to feedback so that it improves their learning. The purpose of all our feedback is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

Behaviour and Discipline

All teachers follow the school's **Policy for Positive Behaviour** and expect the children to comply with the rules set and agreed by the children for the code of conduct both within and out of the classroom environment to create the best possible learning opportunities for all. Children are praised for their efforts thereby building positive attitudes towards school and learning. We insist on good order and behaviour at all times; when children misbehave the school has guidelines for sanctions within its policy.

Relationships and climate for learning

Teachers make special effort to establish excellent working relationships with all their children. We treat them fairly and with kindness and respect giving them equal opportunity to take part in class activities. High expectations by all staff set a high standard and positive climate for learning.

Through careful planning; our high quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect them to be active participants in their learning and we structure routines to support them. We want our pupils to show commitment to their learning.

We are developing the aptitudes of resilience, confidence and independence in our children and ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. These are important to learning and we notice and model them in our own actions.

Health and Safety

Risk assessments are carried out for all tasks and activities planned for the children and identified on the planning as necessary. When children are taken out of school procedures for planning and organisation are carried out as set out in the school's **Policy for Educational Visits** and risk assessments are made accordingly.

Classroom Support

Classroom Support is deployed as effectively as possible based on identified needs within the teaching groups. Children who require support because of individual needs are supported within their appropriate academic ability grouping. Consideration is also given to the number of SEN children, make-up and size of group, subject and general ability. Support may be working with;

- Individual children (SEN)
- Working with small groups (SEN/target)
- Supporting group work in literacy/numeracy/other
- Implementing individual programmes (speech therapy, physio programmes)
- Implementing specific programmes on IEPs

Classroom Support will be familiar with the planning for the session and may be involved in resource preparation with the class teacher.

We plan interventions to support pupils and move them on in their learning. We know the impact we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

Classroom Management

Teachers endeavour to make their classrooms attractive, stimulating learning environments of which they and the children are proud. A stimulating environment sets the climate for learning and promotes high quality work from the children. Consistency and progression are ensured within the school's **Policy for Classroom Organisation**.

All classrooms have a range of resources, as well as displays relating to literacy, numeracy, science and their non-core subjects learning journey. Displays relating to the current topic are changed accordingly to ensure that the classroom reflects the teaching. We attempt to ensure that all children have work displayed at some time during the year.

Homework

We recognise the importance of pupils' learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Our **Homework Policy** outlines how the homework arrangements that we make to plan regular and appropriate homework across each school phase.

Professional Development

All our teachers reflect on their strengths and weaknesses and plan their professional developmental needs accordingly through the school's **Programme of Appraisals** and the **Policy for Staff Development**. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

The Role of the Governors

Our Governors determine, support, monitor and review the school policies on teaching and learning by:

- Supporting the use of appropriate teaching strategies by allocating resources effectively;
- Ensuring that the school buildings and premises are best used to support successful teaching and learning;
- Monitoring teaching strategies in the light of health and safety regulations;
- Monitoring how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensuring that Staff Development and Performance Management Policies promote good quality teaching;

- Monitoring the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher's reporting to Governors.

The Role of Parents

As partners in the education of their children parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies for teaching in Foundation, Literacy, Numeracy and health education, and how we prepare for the end of KS2 SATs (see **Parents Guide to SATs** leaflet).
- Sending information to parents in the half-termly newsletters about the topics that the children will be studying during that half term at school;
- Holding parent-teacher consultation evenings and sending an annual report to parents 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 (school's **Policy for Homework**);
- Ensuring the school web site provides relevant curriculum information for their child's year group;
- Homework record books in Upper Key Stage 2.

We believe that parents have the responsibility to support their children and the school in implementing school policies as stated in the **School Prospectus** and the **Home/School Agreement**. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the cored uniform and PE kit;
- 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.

Characteristics of Effective Teaching and Learning (What does outstanding teaching look like?)

See Ofsted Handbook for Inspecting Nursery and Primary Schools – teaching and learning sections (all teachers have a copy of the relevant page).

Wibsey Primary School Criteria

Environment

Stimulating environment with a range of displays showing information, areas of current learning and valuing children's work.

Teacher/Children

- Targeted adult support.
- Enthusiastic teacher setting high expectations for achievement and behaviour.
- Positive relationships between teacher/children, consistent behaviour management strategies and targeted praise.
- Motivated, confident children – achieving well and making good progress.
- Questioning used to extend the understanding of the child?

Lesson

- New learning and progress is taking place.

- Well-structured and planned lesson with brisk start, clear learning objectives and plenary which gives opportunity to assess children's learning.
- Informed by teacher assessment of prior learning.
- Independent learning, group and paired work.
- Variety of teaching strategies.
- Range of resources – appropriate, prepared and accessible.
- Stimulating, differentiated activities with challenge for all children.
- Opportunity for children to talk about their own learning – to explain, to say how? And why?
- Clarity of delivery and pace.
- Cross-curricular links embraced.
- Different learning styles catered for.
- Evidence of technology to support learning.
- Opportunities for talk for learning activities (eg partners).

Characteristics of Effective Learning

See Ofsted Handbook for Inspecting Nursery and Primary Schools – teaching and learning sections (all teachers have a copy of the relevant page).

Environment

Positive learning environment in which children are confident and secure – willing to take risks.

Children

- Children engaged in their learning – enthusiastic, involved, curious, experimenting.
- Positive relationships between teacher/children – responsive to each other, trusting.
- Motivated, confident children, achieving well and making good progress.
- Have clear understanding of expectations – achievement, behaviour.
- Able to take responsibility for their own learning – response to targets, pace, homework, able to make choices.
- Children are clear about what they are learning and why.

Related Documentation

School Mission Statement

School Aims

Curriculum Statement

Curriculum Matrix and Year Plans

Policy for Positive Behaviour

Policy for Educational Visits

Policy for Classroom Organisation

Policy for Performance Management

Policy for Staff Development

Parents' Guide to KS2 SATs

Policy for Homework

Policy for Marking and Feedback

Policy for CPD

School Prospectus

Home/School Agreement