



Scalford C of E Primary School

Teaching and Learning Policy 2017

Headteacher: Marie Waring

Signed copy in school office

Date: 21.11.2017

Chair of Governors: Mrs E Bryan

Policy written by: Headteacher

Reviewed: November 2017

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum, which is broad, balanced and differentiated and meets the needs of all pupils and the requirements of the National Curriculum, Religious Education and collective worship.

Our Aim

- To provide a broad, balanced and relevant curriculum within a secure and happy environment.
- To motivate every individual to develop to their full potential, intellectually, physically, emotionally and spiritually.
- To encourage pupils to take an active part in their own learning through the creation of an effective teaching and learning environment.
- To provide equality of opportunity for all pupils in all areas of their education.
- To help all pupils develop social skills and a respect for other races, religions and ways of life
- To foster children's developing awareness of themselves as individuals and the way they relate to others
- To work in partnership with pupils, parents, governors and the local community to benefit the learning process and other areas of school life.
- To help pupils acquire a range of skills to enable them to meet future challenges with confidence and see themselves as life-long learners.
- To maintain the happiness and morale of all members of the school community.
- To offer a wide range of experiences to stimulate children's interest and imagination.
- To fully extend all pupils to the utmost of their abilities.

Expectations/Principles of Teaching and Learning

In order to achieve our aims for teaching and learning, teachers will:

- Have high, realistic expectations of children.
- Provide a secure, caring and happy environment for all children.
- Plan and implement a challenging, stimulating curriculum based on the school's policies and schemes of work and the individual needs of all children.
- Plan lessons with clear learning objectives, which are shared with all children.
- Use teaching methods to take into account the social and academic needs of the children, the intended learning outcomes, the learning environment and the available resources.
- Organise resources and establish routines in ways meaningful to children.
- Be aware of children's competencies through formal and informal assessment.
- Organise the children into groups-whole class/individual/ability/mixed ability/friendship, appropriate to the intended learning outcome.
- Recognise and praise achievement and positive behaviour of all types (see Behaviour Policy).
- Be good role models, punctual, well prepared and organised.
- Maintain an up-to-date knowledge of the National Curriculum.
- Work collaboratively, with a shared philosophy and commonality of practice.

Expectations of children to ensure we achieve our aims

- Understand, accept and follow routines (see Behaviour Policy).
- Listen to adults and other pupils in school
- Be prepared to work and share with others, showing respect, tolerance and understanding for their rights, views and property.
- Be prepared to take increasing responsibility for themselves, their equipment and their work.
- Be punctual and ready to begin lessons on time.
- Have a positive approach to school life and working to their best ability

Strategies for Teaching and Learning

Our curriculum is organised in the following way:

- There will be a range and balance of teaching strategies, according to the activity, age and ability of the children.
- Whole class, group teaching-ability, mixed etc.
- Individual teaching.
- Use of individual teacher's subject strengths to deliver curriculum more effectively.

The predominant mode of working is class work and within this structure:

- Pupils will be grouped by ability or in mixed ability and will be encouraged to use peer assessment and discussion as appropriate.
- Classroom helpers are available in the form of Learning Support Assistants.
- We encourage volunteer helpers to assist in the classroom by listening to pupils read or support groups on educational visits.
- Commercially produced schemes may be used as appropriate to support teaching, such as: Toe by Toe, Read, Write, Ink, Five Minute Box, The Number Box.
- Children who receive School Support are recorded on our Special Educational Needs and Disability register and have support where appropriate. Teachers meet half termly with parents/carers to discuss their child's progress. Progress is discussed regularly during staff meetings and on a need to know basis.
- Homework is considered to be a valuable element of the teaching and learning process and will be given out regularly, alongside weekly/daily reading and spellings in KS1 and KS2 (see Homework Policy).

Lessons will have a clear structure with;

- Clear learning objectives or WALT (We are learning to).
- Links between previous and new learning.
- Tasks set to challenge but enable objectives to be fulfilled.
- Work matched to ability.
- Suitable subject vocabulary.
- Identified methods/ ways of assessing learning; see separate Marking, Assessment, Recording & Reporting Policy.

Teaching methods will be enhanced by using a range of techniques, including;

- Teacher intervention through question and answer.
- Use of praise and encouragement.
- Teacher demonstration of knowledge, technique and principles.
- Target setting in lessons.
- Self-evaluation by children themselves.
- Setting standards of presentation and behaviour in class.
- Using schemes of work effectively.
- Assessment activities.

Excellence is celebrated through displays of pupil's work, sharing examples of good work with the pupil's class or other classes, sharing such work with another teacher, adult in school, or the Headteacher. Pupils receive a range of positive feedback through, award stickers and house points for good work.

Pieces of work which have shown exceptional effort are shared with the whole school in a celebration assembly (Gold Book) held every Friday or in Church at the end of every Half Term.

Strategies for ensuring Continuity and Progression:

- Planning; long, medium and short term.
- Consistency across school.
- Focussed staff meetings and liaison and collaboration between all staff within school.
- Effective marking and assessment.
- Feedback to pupils and parents.

Strategies for Reporting and Recording:

Records are kept for individual pupils from when they start in the Reception year.

Records of progress for each child are:

- Updated and collated in the office termly.
- Examined by class teachers annually at the start of each academic year.
- Retained throughout the child's time at Scalford school and passed on to relevant receiving school.
- Reporting to parents is done on a termly basis through; two consultation evenings (parents are made aware that these are set in the evening to accommodate work commitments) and also we report progress annually through a written report.
- All teachers facilitate our 'Open Door' policy to encourage both formal and informal meetings take place regularly at mutually agreed times (usually after school) or by appointment via the office if deemed necessary.

Teachers will use some or all of the following assessment strategies:

- Teacher questioning during or at the conclusion of a lesson.
- Written formal or informal assessments.
- Children's self-assessments.
- Teacher observation of class, group or individuals.

This will enable the teacher to:

- Determine previous knowledge.
- Plan for progression.
- Identify strengths and weaknesses.
- Re-enforce knowledge and understanding.

The results of formal assessments will be:

- Entered in individual pupil record folders, stored in the cohort files and used as a tracking tool to inform teaching and learning. They will be monitored by the Headteacher at least every half termly.
- Assessment tracking documents will be kept by individual teachers (and forwarded to the LA where appropriate)

Strategies for the use of resources.

Classroom resources are the responsibility of the classroom teachers who ensure that:

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand.
- All children know where relevant resources are kept and the rules about their access and use.
- Central resources are the responsibility of subject co-ordinators.
- Stationary is ordered and stored centrally.

Time is a resource that we value so we endeavour to maximise its use:

- Children will be encouraged to take greater control of their own learning as they progress through the school, including their use of time.
- Time wasting will be reduced by ensuring that tasks are made specific and clearly defined.
- All children will engage in useful activities as soon as they enter the classroom and know what to do between the end of the activity and the end of the session.

Policy written by: M Waring