



GATLEY PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The school Teaching and Learning Policy maintains our belief that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

May 2019

VERSION HISTORY

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04.03.2014	1.0	Policy agreed by Governing Body	S Foster
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Vanessa McManus, Head of School

Date: 12 May 2019

Hannah Sinclair, Chair – T&L Committee

Date: 12 May 2019



Gatley Primary School | Hawthorn Road | Cheadle | Gatley | SK8 4NB

Introduction

At Gatley Primary School, we believe in the concept of lifelong learning, and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

"We have to prepare ourselves for later life and know how to respond to different things."
Creative Council Pupil.

Our School's values are for all pupils to



Our Curriculum and Learning Intention

Teaching, learning and the design of the curriculum at Gatley Primary are grounded in consultation and research. Emphasis is on developing the teachers' and teaching assistants' professional practice to enable them to facilitate a pupil led and holistic approach. William (2016) argues that, through this, personal empowerment, transmission of culture, preparation for citizenship and work will follow. Both teachers and pupils have the choice and autonomy of how they wish to develop, ensuring that National Curriculum expectations are the starting point.

"The Gatley curriculum is creative and pupil led within national curriculum expectations leading to engaged pupils who are high order thinkers with independent and transferable skills." Staff

Blending the research and outcomes from consultation, our curriculum intent is captured in this image.



We believe that people learn best in different ways. At our school, we aim to provide a rich and varied learning environment that allows all pupils to develop their skills and abilities to their full potential. Pupils are given opportunities to lead on curriculum design to embed a deep understanding of how learning evolves. Strong links are developed

between skills, learning behaviours and knowledge. This allows pupils to become experts in a broad range of up to date topics and subject disciplines e.g. Year six study of politics and Brexit in spring 2018.

“The curriculum is about enjoying learning and making decisions.” Pupil

“It gives you the chance to do things in different ways - it gives you a chance to change yourself and show everyone that you are different.” Pupil

Adopting a cognitive model of learning, breadth and progression is embedded in curriculum planning to ensure that challenge and high order thinking are integral to our classrooms. We believe that through the teacher’s facilitation, connections between subjects and skills can grow, enabling all pupils to capitalise on an environment that generates freedom to learn.

“The curriculum is what the children have to learn and also what they can learn” Pupil

This quote demonstrates how Gatley strives to awaken pupils to what they ‘can’ possibly achieve rather than what they ‘should’ achieve. In order to support this we commit to reflective practices and adopt an outward facing viewpoint, never assuming that what we do is the answer.

“Our curriculum intends to provide children with the opportunity to access learning in a way that develops life-long learners who can adapt, show flexibility and not need a set answer.” Staff

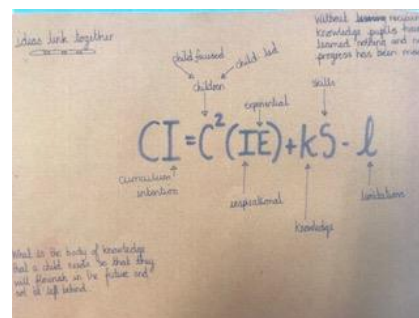
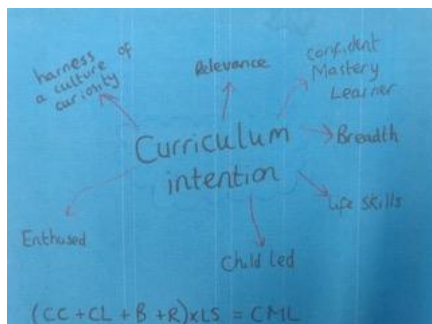


Fig.1 Staff consultation for curriculum review 2018

$$3C^3 + \frac{I}{S} + T(S) = \text{quality learning}$$

→ children, choice, collaboration (pointing to 3C³)
→ independence (pointing to I/S)
→ tools (skills) (pointing to T(S))
← support (pointing to I/S)

Fig.2 Formula for Effective Learning at Gatley Primary

Understanding How Learning Develops (our Implementation)

Research tells us that people learn in many different ways, and respond best to different types of input; we must therefore deliver teaching in different ways to address the needs of all our learners.

“Learning is not just about knowledge but about friendship and expressing ourselves through creativity.” Pupil.

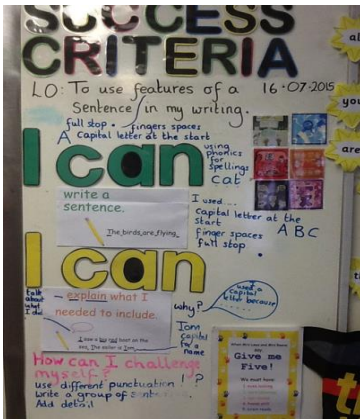
We take into account the different skills when planning our teaching.

We offer opportunities for children to learn in different ways.

“We can run free with our learning.” Creative Council Pupil

These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT; *“including ipads and laptops”*
- fieldwork and visits to places of educational interest;
- creative activities;
- observing and responding to television and other recorded media;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.
- *experiences with practitioners and specialists*
- *performing*



We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. Success criteria based on the key aspects of learning are used to audit the learning.

“Success criteria is helpful because it has each stage for you to get through.” Pupil.

Planning and Assessment for Learning to measure impact

All teaching will be structured to maximise learning opportunities and activities will be planned in accordance with the following principles:

- the teaching should build on previous learning and be instigated/designed by the learner;
- it should give pupils the 'big idea' and purpose of the project;
- the teacher should explain the success criteria, and why the activity is important;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities:
- develop core skills in English, Maths and ICT through a variety of opportunities;
- it should allow opportunities for the children to review and reflect on what has been learnt at regular intervals throughout the lesson;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should make success criteria explicit and indicate what the next step in the learning will be.

When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum map and co-constructed criteria to guide our teaching See **Appendix One** ‘Beyond Outstanding’. This sets out the aims, objectives and values of the school, in terms of six key areas of learning and details what is taught in each year group.

We plan our lessons using key aspects for learning across the curriculum. We take objectives, key skills and level descriptors from the National Curriculum/Strategy documents and frameworks. Our lesson plans centre on personalised learning goals and include the way in which we assess the children's work.

“Peer marking is good because you look back and check then talk to them about how to improve.” Pupil.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Education Health Plans (EHPs). Teachers modify teaching and learning as appropriate for children with disabilities.

“Teachers give care to children with special needs.” Creative Council Child.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

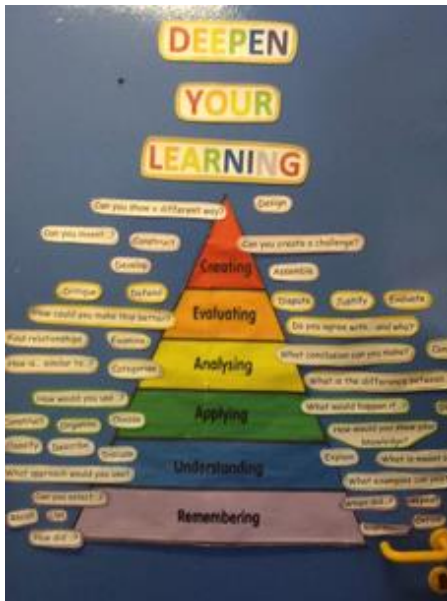
“Activities are different for different children.” Creative Council Child.

We deploy support assistants and adults effectively to support learning see **Appendix Two**: ‘Guidelines for the use of support assistants’.

We set aspirational targets in line with FFT data for the children at the beginning of the year, and we share these targets with children and their parents. We review the progress of each child at the end of each term, during standards reviews.

Conditions for Learning

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they are involved in setting the challenge at the right level). See **Appendix Three**: ‘Criteria for effective learning environments at Gatley Primary’.



All of our staff reflect on their practice, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve in their own learning.

The Role of Governors

Our governors determine, support, monitor and review the school's approach to learning and teaching. They are part of the school's self evaluation schedule and understand the way learning happens at Gatley.

The Role of 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' evenings/workshops to explain our school strategies eg. literacy, PSHE, mathematical strategies, phonics;
- by meeting with and sending information to parents, at the start of the year, to outline the topics that the children will be studying during that year at school;
- by informing parents of assessment outcomes and targets which indicate how the child can improve further;
- by explaining to parents how they can support their children at home.
- By holding open afternoons when parents can come and see the progress children have made in their books.

We believe that parents have the responsibility to support their children and the school in implementing school policies. See **Appendix four: 'Learning Charter'**.

Monitoring and Review

The learning and teaching policy at Gatley Primary is a working document and evolves around annual audits and planning by pupils, staff and governors. We are aware of the need to monitor the policy, and we take account of new initiatives and research, changes in the curriculum, developments in technology, changes to the physical environment of the school and RAISE online.

On an annual basis learner representatives will review the policy, discuss and plan adaptations, monitor and thus make positive changes to practice.

APPENDIX ONE

Beyond Outstanding Feedback

Feedback is valued by all. Pupils listen intently to the contributions of their peers/teachers and act on it. Teachers are mindful of the time needed to absorb feedback, and pace their discussions accordingly, giving pupils space to critically reflect before responding. When given, feedback is astute and highly personalised with positive affirmation implicit to comments both written and oral. Written feedback in books promotes deeper thinking and allows pupils to respond independently. During sessions teachers demonstrate a clear understanding of metacognitive processes and high order thinking when discussing learning with pupils.

Beyond Outstanding Questioning

Expert teaching or quality of instruction requires effective higher order questioning that demands breadth, depth and accuracy of thought and response. Effective practice here drives learning, promotes independence, challenges thinking and encourages immersion into reflective learning.

Beyond Outstanding Challenge

Quality, expert teaching requires the understanding that “challenge” distinguishes itself as a primary principle in great teaching and learning. Nurturing principles for life, quality teaching demonstrates to pupils the aptitudes necessary for success – consistently having high expectations of what they can achieve. Quality teaching and learning recognises the importance of resilience, perseverance, motivation and resourcefulness in the nurturing of drive and desire and sensitively responds to the development needs of them within others.

Beyond Outstanding Practice

Quality of instruction acknowledges the importance of giving adequate and interactive time for learner practice, to embed skills securely. Expert teaching demonstrates understanding of the myriad of ways this can be achieved. Within a range of learning styles quality practice may occur pupil to pupil, teacher to pupil and pupil to teacher. Reflection, self-assessment and new opportunities would be presented in seeking secure skills and self-improvement.

Beyond Outstanding Explanation

Quality instruction requires knowledgeable and skillful explanation demonstrating that teachers have researched the content beyond curriculum expectations. Explanations are delivered with enthusiasm, instilling interest and engagement in pupils. Expert practitioners must make informed strategic decisions regarding the appropriate delivery of their explanations. Teachers anticipate the ways in which pupils receive their content and process strategies, this way misconceptions can be intuitively planned for and artlessly addressed.

Beyond Outstanding Modelling

Quality instruction requires the specific practice of modelling so pupils develop a clear understanding of how to use their acquired skills and knowledge. Pupils must have the opportunity to observe, examine and engage with the process of modelling as it unfolds and/or develops in its context. Modelling must offer learning links to prior, new and shared knowledge for depth of experience.

APPENDIX TWO

Support Staff Statement

The support staff at Gatley Primary School work with children of all abilities in order for them to reach their full potential. Attainment of children at Gatley Primary School is high and the support given by our highly skilled and motivated staff has a prolific impact on children resulting in their sustained high attainment. The support is reviewed on a regular basis by way of appraisal, SLT meetings, staffing structure and liaison with all staff involved.

Working inside the classroom

Teaching Assistants are taught skills, concepts and facts to ensure learning outcomes are met and misconceptions are addressed prior to lesson delivery.

All support is reviewed on a regular basis, through formal observations, staff appraisal, SLT meetings, staffing structure and liaison between all staff involved.

Support staff enhance the instructional activities within the classroom, focussing on high quality teaching and delivery of specific tasks closely linked to the learning objective of the lesson. Delivery to small groups enable personalised and tailored teaching for each child.

Time is provided for teachers and support staff to meet prior to lesson delivery to ensure that all staff are familiar with the requirements of the lesson where expectations are discussed and feedback is given after each session.

Support Staff make and adapt resources to support individuals on a one to one basis and small groups in order to meet their needs, extend their learning and achieve their potential.

Working outside the classroom

Structured intervention programmes are delivered by Teaching Assistants with clear learning objectives and guidance for measurable results. They are given guidance on children's learning and development. These are then monitored by recording of entry and exit levels of pupils and targeted planning to suit the needs of the pupil. The class teacher and Teaching Assistant liaise on lesson preparations and post intervention success.

Teaching Assistants need to foster and maintain positive relationships with parents and carers as they are often the first port of call before and after the school day. All support

staff working with children with additional medical needs are trained in first aid and some staff administer medication and regular diabetic testing.

Positive relationships with external organisations are encouraged including Speech and Language, Behaviour Specialists and Physiotherapists.

Linking learning between staff

Support staff at Gatley Primary School attend INSET days and are integral members of a Curriculum Team. This gives them the opportunity to contribute to the School Development Plan and share ideas in their chosen subject specialism. They have the opportunity to extend and expand their knowledge by attending both internal and external training courses on specific and identified subjects.

Teaching Assistants meet with the class teacher on a regular basis to measure progress and thus giving them the opportunity to clarify any new teaching tools/ideas to move the children's learning forward.

APPENDIX THREE**Environment Checklist**

Key Features	Included
Learners who demonstrate resilience and tenacity, utilising all available resources to achieve and accomplish beyond what is expected	
Independent learning areas which encourage children to actively develop, practise, reflect and extend their key and core skills	
Inspiring and challenging environments where learners show active participation in their own journey	
Peers instructing, assessing and discussing learning in a way that emulates the adult	
Adults facilitating learners to engage in focused discussion forums where learners interact with their peers	
Reflection is paramount and an opportunity to synthesise and develop key ideas and concepts	
Learning processes are visually represented around the classroom and school environment	
Signage should show key skills around the room	
Labelling to be consistent in typeface	
Recognition of pupil achievement, reward and feelings are evident in classrooms and around school	
ActivPanel front steps should be clear at all times	
Books and work should be stored away out of sight	
Sink areas should be clean and tidy	
Reflection of diversity and home life of children is everywhere	
Resources for sessions should be stored away but accessible	
Children are responsible for areas and take pride in keeping them tidy	
Be tidy and put things away every night	
Cloakroom/classroom of the week	
Variation in classroom display	
Technological tools and equipment are used to stimulate, support and share learning and respected	
Staff personal resources, including files and records should be put away in stock cupboards	

APPENDIX FOUR

Learning Charter

Gatley Primary School and Family Learning Charter

Compiled by children, parents and staff with regard to the UN Convention | The Rights of a Child (1991)



	Children	Parents	Staff
Always show respect to everyone at Gatley Primary School and support the ethos of the school	•	•	•
Ask if we want something, need help or have any worries straight away	•	•	
Be polite, share and play nicely	•		
Support our children with aspirational and appropriate expectations of attainment		•	•
Discuss our children's progress		•	•
Share a good part of your day	•	•	•
Keep open communication channels for sharing with parents			•
Engage children and parents in learning that is stimulating, exciting, innovative and fun		•	•
Adhere to personal safety and E-safety rules, having regard to the safety of all children in the school	•	•	•
Provide the school with feedback e.g. questionnaires	•	•	
Share positive experiences with other parents		•	
Get children to and from school on time, prepared and ready to learn	•	•	
Support the school reward and sanction system		•	•
Give time to the emotional needs of our children		•	•
Help with and get involved in school activities including fundraising	•	•	•
Plan learning and our curriculum activities together	•	•	•
Be an active part in the learning journey - celebrating and rewarding attainment	•	•	•
Follow the school uniform policy	•	•	