

UNITED SCHOOLS TRUST
Kingsteignton School



Policy on Teaching and Learning

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 13 (freedom of expression) every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) every child has the right to reliable information from a variety of sources.

Article 28 (right to education) every child has the right to a good quality education and must be encouraged to go to school.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

This policy is written in line with the New National Curriculum 2014.

Aims

To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

Planning the curriculum

A long-term plan has been drawn up by staff. This plan works alongside the Early Years Foundation Stage curriculum and the National Curriculum to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.

Long and Medium term plans are produced by the staff teaching in each year group with advice from subject leaders. They show which topics will be taught, when and how.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation, showing how the less able children will be developed and how the more able will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all 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
- Paired work
- Independent work
- Whole class work
- Asking and answering questions and engaging in quality discussion that promotes thinking skills
- Providing opportunities to demonstrate what they have learnt
- Use of the computer and digital media
- Fieldwork and visits to places of educational interest
- Creative activities
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self-assessment and peer assessment through use of '2 stars and a wish'.

Quality of Teaching

Teachers should:

- Value all children regardless of ability, race, gender, age or achievement
- Seek to inspire pupils, so all are motivated and interested in their learning
- Promote effective and positive interactions between teachers and pupils
- Challenge pupils and have high expectations, so that all groups make good or better progress
- Plan to use a variety of teaching methods
- Adapt the curriculum to ensure the lesson meets children's needs, based on assessment
- Plan the use of resources including additional adults, so they are used effectively
- Give clear and specific instructions and explanations
- Ensure written presentation is of a high quality
- Follow the school policy with regard to discipline and classroom management
- Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
- Ensure pupils have a good understanding of their targets and what they need to do to achieve them
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

Structure of lessons:

- Children should have access to a rich and exciting curriculum that exists within a context
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- Basic skills will be reinforced in all lessons
- ICT will be used to support learning
- The teacher will use enabling questions to check understanding, motivate, stimulate, assess and keep pupils on track
- The lesson will have a clear learning objective, which will be effectively shared with pupils and referred to often throughout the lesson

- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Usually each lesson will have a plenary which will check pupils' understanding and learning
- Children's work will be marked in-line with the school's marking policy and has a positive impact on learning
- Teachers may adapt or change their lesson plans in order to react to the learning needs of the pupils in the class, for example, where pupils are not secure with a key concept and moving on would hinder learning and progress

Classroom environment

Our classrooms are attractive learning environments. They contain high quality, stimulating, 3D and interactive displays, which are changed regularly. Displays are representative of a broad and balanced curriculum. They are annotated and promote interaction and reflectivity. 'What makes a good learner' is prominently displayed and children also have their own notice board that includes the Marking, Behaviour and Eco codes.

All classrooms are well organised and represent a good model to children. Resources are labelled and organised to help develop independent enquiry. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children. We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

The evaluation of practice

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium-term plans are providing the coherence, progression, continuity and depth necessary.

The Board of Trustees has agreed the Pay Policy and the Appraisal Policy. Annual reviews for teachers take place when targets will be reviewed and new ones set. Three targets (one based on pupil progress and attainment, one linked to school improvement plan priority and one for individual professional development) are set each year for all teachers out of their second Early Career Teacher (ECT) second year.

1. Parents' Evenings are held four times a year and annual reports are written each summer to inform parents of their child's progress. The final meeting of the year follows the writing of the end of year report and is available to any parents with concerns. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain our school strategies for teaching literacy, maths and phonics
- Sending information to parents at the start of each term in which we outline what the children will be studying during that term at school
- Providing regular opportunities for parents to meet with school staff to explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their homework
- Keeping class blogs on the website up to date
- Using social media such as Facebook and Twitter to update parents on a regular basis on curriculum events that are taking place at the school.

We believe that parents have a responsibility to support their children and the school in implementing school policies. 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 correct uniform and P.E. 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

The role of Trustees

Our trustees determine, 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 staff development and appraisal policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school's Self Evaluation process and School Improvement plan. These include reports from the subject leaders and the Principal's reports to Trustees as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

We are aware of the need to review the school's Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Appendices

- Marking policy

Policy Approved:	December 2022
Next Review:	December 2023



Marking of children's work policy

The marking of children's work must be constructive, assessing achievement and identify a way forward for teaching and learning. Marking must help inform children about what they have done well and what they need to do to then make progress.

Agreed Expectations:

All written work will be of a high standard with a title and date. In English books the date must be in long format (day, date, month, year) but can be written in short format (dd /mm /yy) in other books.

The title must reflect the learning objective for the piece of work.

All children's work must be marked using the agreed codes and these must relate to the learning objectives for the piece of work. In addition we have identified that basic skills need to be reinforced at every opportunity. Children must have daily opportunities to respond to 'N' and 'S' marks. Children who regularly receive a 'C' mark must have appropriate challenges set in order to extend their learning.

Marking Codes:

A-Shows a good understanding of the objective taught-House points to be given.

N-Next step-Shows some understanding but this is not secure. A written comment must be provided to inform child how to move forward with their learning.

S-Does not understand the teaching point. The children must see the teacher at the earliest possible opportunity (within 24 hours). The teaching point must be reviewed with the child and a written comment provided to explain the outcome.

G-Guided session

P-Assessed by peers using check it cards

More than one symbol may be used, for example, A and then G (Achieved the objective and worked in a guided group).

The marking codes must be displayed prominently in the classroom and children should have a clear understanding of what they mean.

Use of the marking policy will be monitored termly as part of regular work sampling

How your work is marked

A - Achieved (You show good understanding)

N-Nearly (Your teacher will tell you your next step)

S-Struggled (Your teacher needs to see you)

G-Guided learning with a teacher

P-A partner in your class helped mark your work

For a good piece of work you may get house points or smiley faces

Outcomes:

Children made (better than good / good / less than good) progress

(D S)

Comments on learning:

Children's Books:

Children's work is presented to a high standard, marked inline with the school policy and leads to an improvement in learning. Misconceptions are addressed and children have the opportunity to respond to the marking. Where children regularly receive an 'A' mark, appropriate challenges are set. Pupils' books show that children make at least good progress over time

(D S)

Comments about the effectiveness of marking:

School Data:

School data (PAS) shows that children, including High Attaining/PPG, are on track to at least achieve their Prior Attainment targets. Borderline children have been identified and are on track to make accelerated progress from their starting points.

(D S)

Comments on data:

Previous areas for development

Comments:

(D S)

Areas for development/opportunities to share good practice: