

RUSHEY GREEN PRIMARY SCHOOL



TEACHING AND LEARNING POLICY

Approved by: Governing Body **Date Created:** April 2019

Signed:

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Teaching and Learning Policy

Mission Statement

We aim to work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring creative environment where all our differences are valued.

A. Rationale

Teaching and Learning is our main purpose. We provide a broad and balanced curriculum which incorporates and meets the requirements of the National Curriculum, religious education, collective worship and personal, social, health and citizenship education PSHCE. It is important to recognise that all we do in school impacts on teaching and learning.

B. Purpose and Aims

Our aims for teaching and learning are that all children will:

- Achieve their full potential in terms of academic progress, aesthetic appreciation, spiritual awareness, emotional development and physical dexterity
- Develop a responsible and independent attitude towards their work and towards their roles in society.
- Be sensitive and understanding; showing respect for the rights and property of others.

C. Broad Guidelines

1. Teaching and learning is a process of co-operative team work and it is essential that parents, children, teachers and support staff work together to maximise achievement. The involvement of others in the community is also welcomed and encouraged.
2. Within classrooms, resources are organised to enable independent access. Children are provided with challenging tasks which support differentiation and are organised for learning in groups, pairs and as a whole class. Teacher assessment is ongoing. The children complete statutory assessments at the end of reception, year one, year two and year six.
3. All members of the school community work towards the school's aims by:
 - a) Providing a well ordered environment in which everyone is fully aware of the high expectations held with regard to learning and behaviour.
 - b) Valuing children as individuals and respecting their rights, values and beliefs.
 - c) Fostering and promoting good relationships and a sense of belonging to the school community.
 - d) Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
 - e) Encouraging, praising and positively reinforcing good relationships, behaviour and attitudes.
 - f) Working as a team, supporting and encouraging each other.

D. Role of Parents

We acknowledge the essential supporting role parents/carers play in their child's education and schooling. As stated in the home school agreement, parents have a responsibility to ensure homework is completed and returned on time, attend open evenings, and ensure children attend school daily and are punctual. Children who are collected from school must be collected promptly. Teaching and learning is most successful in schools where parents support school life and attend the events organised and facilitated by the school, the governors and the Rushey Green School Association (RGSA). These events include Christmas plays, end of year concert, sports day, coffee mornings and parent workshops.

Communication between the school and parents is essential for keeping both parties informed of developments and changes. We ask that parents fill in home learning sheet/reading record, update contact details when necessary and inform the school when children are unable to attend as well as provide other relevant information.

The school keeps parents informed through the weekly newsletters and termly curriculum letters are sent out to outline the curriculum being taught for the term. Parents who have a concern about their child should in the first instance see the class teacher who may arrange a convenient time to meet and discuss the matter. If the matter is unresolved an appointment can be made to see the Team Leader, Key Stage Leader, Assistant Headteacher, Deputy Headteacher or Headteacher.

E. Role of Teachers

Teachers are expected to:

- Provide a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement.
- Recognise and be constantly aware of the needs of each individual child according to ability and aptitude.
- Ensure that all teaching is progressive and has continuity.
- Give children feedback about their progress
- Provide feedback about pupil progress and other information to parents.
- Maintain an up-to-date knowledge of the National Curriculum and ensure all children access to the National Curriculum, regardless of gender, race, religion or ability in accordance with Equalities Policy.
- Work collaboratively with a shared philosophy and commonality of practice.
- Effectively deploy teaching assistants to support pupils in their learning.

F. Planning

- At Rushey Green we cover the National Curriculum. In addition to this, we teach PSHCE and follow the borough's guidelines on RE.
- The subject co-ordinators together have devised a curriculum map which sets out how the subjects are to be broken down into manageable blocks, taught and covered throughout the key stages.
- Weekly plans, written by teachers, clearly identify learning intentions and how the needs of the individual pupil are to be met through differentiated tasks and outcomes.
- Policy documents are written and regularly reviewed by staff and governors.
- Regular staff meetings are used to discuss various aspects of the curriculum, keeping teachers abreast of new developments and to ensure consistency in approach and standards.

G. Strategies

We organise the curriculum subjects creatively to provide cohesive relevant and interesting programmes of learning. Each year group has one or two themes of study over a term. A variety of modes of working are utilised - group work, paired or individual tasks and whole class teaching depending on the activity, the learning intention and resources. Groups can be of mixed or matched ability. Relevant discussion and interactive, collaborative learning is encouraged particularly through investigations and problem solving.

Spirituality is developed in a number of ways. Through weekly themes explored in assemblies, discussions in circle time, R.E, Philosophy and other subject areas where it is necessary to discuss and compare feelings, beliefs and behaviour.

We celebrate success in a number of ways. Children are given the opportunity to have work of a high standard displayed. Certificates are given for effort and achievement in relation to individual needs and ability. Each term a cup is given for best class attendance. Certificates and cups are given out at Monday assembly, a special assembly for congratulating achievers.

Rushey Green promotes and adopts different teaching and learning approaches and strategies. We attend to the physical, environmental and social factors in learning to provide a highly positive and

supportive learning environment. Learning objectives are made clear to children and targets help them to focus on specific areas for development. Visual, auditory and kinaesthetic modes of presenting information are used to meet the different needs of all the children. To provide focused one to one support staff may work with children during break and or assembly time.

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H. Support Network and Channels

At Rushey Green we have a range of support agencies and bodies to assist in promoting the development and meeting the aims of the school.

We have a policy for most able pupils led by the assistant head for the upper juniors. Class work is differentiated by the class teacher to meet the needs of the most able. Enrichment activities are provided through after school clubs such as ICT for the more able, local secondary schools workshops and other events such as inter school art, debating or sports competitions and local and national poetry competitions.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) supports teachers with concerns about children with learning / behavioural difficulties and co-ordinates relevant intervention programmes for children.

The deputy head monitors attendance with the support of the Educational Social Worker (ESW).

Pupil Premium is provided for disadvantaged children. The school spends this funding in a variety of ways to accelerate the progress, improve the attainment of these children, closing the gap between them and their peers.

Children with English as a second language and children from ethnic minority communities may get support with learning through the Ethnic Minority Achievement Strategy.

We run a number of after school clubs organised by the out of school hours co-ordinator. Some clubs provide targeted support for children with particular needs. Other clubs are open to all children in the given year groups.

The student co-ordinator manages the high number of students we regularly have carrying out teaching practise in school and the students on work placements. Apart from benefiting from working alongside experienced staff, students can provide extra support in the classroom.

The Governors oversee the work of the school and meet regularly with the head to monitor and discuss development.

I. Assessment and Record-Keeping

Formative assessment is an integral part of teaching and learning and is used to guide the progress of the pupil. Teachers formatively assess through marking work, observing children as they carry out activities and feeding back to pupils where and how they need to develop their learning and understanding. Feedback can take the shape of comments written beside work, targets set and discussion between teachers and pupils (see marking policy). Each child meets formally with his/her teacher termly during review week to discuss progress and concerns.

Summative assessment is carried out termly throughout the school to enable teachers to plan for individual needs and ensure good to outstanding progress. An assessment schedule is planned yearly. The results are analysed and the gaps in learning identified, each teacher then meets with a member of SLT to discuss pupil progress and measures for accelerating progress for those who are not achieving good to outstanding progress and or attainment. The children complete statutory assessments at the end of reception, year one, year two and year six. The results from these tests are matched against end of Key Stage age related expectations and these are made available to parents.

An overall statistical profile is made available to Governors, LA and National Government. Year 6 SATs results are sent to the appropriate secondary school. We enter all results on a tracking system which enables us to compare the progress and attainment of pupils individually, various other groups such as pupil premium, SEN and ethnicity.

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In addition to the above, KS.1 and KS.2 teachers are keeping records of age related expectations achieved by pupils throughout each term in reading, writing, GPS (grammar, punctuation and spellings) and maths. Teachers are using this information to inform their planning and teaching as they record their pupils' attainment on a 'Live Curriculum Coverage Tracker'. This information can also be used to identify areas of weakness (i.e. gap analysis). This information can be used as further evidence to support the summative termly data.

J. The Role of Curriculum Co-ordinators

A rolling programme is in place to provide a process for regular curriculum monitoring by curriculum co-ordinators. Through this process co-ordinators ensure that the curriculum is being covered, each child has access to learning through differentiation, lessons are of high quality and teaching is in line with the school's policies and chosen schemes. Feedback of monitoring sessions is given to staff and senior leadership team. Co-ordinators also take the lead in policy development and the production of schemes of work. They offer support to colleagues, monitor progress in curriculum areas, take responsibility for the purchase and organisation of specific resources and are expected to keep abreast of developments in their subjects through reading and attending relevant courses.

K. The Role of Governors

Curriculum link governors meet with curriculum co-ordinators at least once a year to discuss and monitor the school's progress in their curriculum area. The Deputy Headteacher keeps the Governing Body informed.

L. The Role of Senior Management

Monitoring and evaluation

Through performance management the senior leadership team (SLT) monitor the standard of teaching and learning by conducting lesson observations, lesson drop-ins and planning and book scrutinies. By tracking, monitoring trends and benchmarking school test results and the SLT will be able to identify areas where focus is needed throughout the school.

The team match training to professional needs and discuss with staff the need for further support where needed in delivering the curriculum and meeting high standards. The SEND plays a significant role in identifying issues of special needs and providing support for teachers to meet requirements. The teacher responsible for student teachers liaises with senior managers and mentors to ensure consistent practise and high standards are maintained whilst student teachers are practising teaching in our school.

The SLT meet with class teachers termly to track pupil progress. The senior teacher discusses the children's progress with the class teacher. The termly test results, the database spreadsheets, samples of work and any other relevant material is used to support discussions made and interventions organised.

M. Informing Parents

Parents are informed of their child's progress and development three times a year through parent consultations, open evenings and annually through a written report. Parents are informed of their child's targets set in Maths and English at the first open evening of the academic year. These targets are reviewed half termly and shared with parents throughout the academic year.

Parents where necessary can make an appointment to meet with the Class Teacher, Deputy Head or Headteacher, to discuss any particular concerns.

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N. Resources

Each classroom is equipped with an extensive collection of basic resources for each area of the curriculum. These resources are the responsibility of the Class Teacher. All resources should be appropriate, accessible and clearly labelled. Children are made aware of where resources are kept and the rules for their access and use. Children are encouraged to act independently on choosing, collecting and returning resources where appropriate. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect care and value for all resources.

Central resources are generally the responsibility of the curriculum co-ordinators.

School trips are organised to enhance children's learning and extend their experience.

O. Staff Training

All staff have the opportunity to attend LA run courses as well as Inset organised by the school and other agencies. Curriculum co-ordinators are encouraged to attend co-ordinators meetings throughout the year. Relevant information is passed on to other staff through Inset Days and Staff Meetings. Some training needs are identified as relevant for the whole school and could be as a result of school monitoring of standards and performance. Other training needs are identified through the appraisal system.

P. Success Criteria

Our success in achieving the aims of teaching and learning will be measured through our success in:

- Creating a stimulating and effective learning environment.
- Developing fully within each child their academic and spiritual potential.
- Delivering effectively, a broad and balanced curriculum which extends beyond the requirements of the National Curriculum and Religious Education.

We can measure our success against the following:

- OFSTED and LA Inspections and audits.
- National results of Statutory Assessment and Tasks.
- Teacher assessments.
- Parental Involvement and approval.
- Admission numbers.
- Secondary Transfers Test Results.
- Updated in January 2016 (New assessment procedure added – Live Curriculum Coverage Tracker)

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