ST. MATTHEW'S C.E. PRIMARY SCHOOL

TEACHING & LEARNING

POLICY

(Reviewed: January 2019)

PURPOSE

This policy outlines the approach to learning and teaching in our school and underpins all our other policy documents. In defining what we consider to be good learning and teaching, our aims are; -

- to promote consistency so that all our pupils learn effectively and make maximum progress;
- through our shared understanding of what constitutes good learning and teaching to enable us to reflect upon our own work;
- to enable the work of the school to be evaluated.

MISSION STATEMENT

"St. Mathew's CE Primary School is dedicated to providing an education which enables every child to fulfil his/her best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment welcoming children drawn from diverse cultures."
(School Mission Statement)

At St Matthew's School we are committed to offering our pupils the highest possible quality of education.
We want our children to:

- develop imagination and creativity
- acquire skills and abilities
- have a love of learning.

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, succeed and become responsible, caring and well-mannered citizens.

PRINCIPLES

We recognise that: -

- All our children need to develop as independent learners, where they are encouraged to generate and follow through their own lines of enquiry;
- All our children have the opportunities to address their social and emotional aspects to learning;
- All our children need equal access to a relevant curriculum (see Creative Policy);
- All our children need to develop self-confidence in a learning environment where their contribution is valued and their "voice" is listened to;
- All staff need to adopt a variety of teaching styles which fit the needs of the children and the curriculum and which makes best use of time and resources;
- Good relationships are key to promoting good learning;
- Teaching assistants make a significant contribution to the education of our children.

Effective Teaching

We believe that effective teaching and learning takes places with the following core elements:

Broad, Balanced and Personalised Curriculum
Our pupils are taught through a creative cross curricular skills-based curriculum, which aims to develop the children as independent learners. This approach also ensures entitlement for all children to take part in learning beyond the classroom. Teachers have a good understanding of age related expectations within all subjects as progress in all subjects is closely linked and monitored throughout the curriculum.

Effective Planning
Effective planning is essential to ensure progression of all children whatever their ability. This is achieved

through:
- Thorough and accurate assessment used to inform planning
- Work that is closely tailored to all the children's different abilities
- Clear learning objectives and outcomes; success criteria developed with pupils
- Well directed teaching assistants who are used effectively to develop learning
- Creative, effective use of teaching time – cross curricular approaches – making the links
- Using of a variety of resources including the effective use of ICT
- Planned enrichment opportunities, extensions, collaborative and individual projects to foster independent learning
- Homework activities that reinforce and extend learning

Teachers need to be fully aware that there is no 'fixed' lesson format and to maximise learning, a fluid lesson approach should be adopted which may include:
- 'peeling off' groups as formative assessment indicates they are ready to begin independent work
- TA supporting More Able Group to begin a task whilst teacher teaches rest of class. Once rest of class has started working, teacher moves to teaching More Able

High Expectations, Challenge and Support

Rigorous assessment opportunities which are clearly structured and linked to the curriculum framework ensure teachers have a thorough knowledge each pupil's ability within their cohort.
- Children are tracked individually and as a cohort
- Children who are not making age related expected progress are highlighted and supported at necessary levels through interventions and/or SEND Graduated Approach (See SEND Policy)
- Children are exposed to learning opportunities which match their ability through differentiation; and offer varied learning approaches through group and independent work
- Children are challenged and supported to develop skills through use of a variety of approaches including exposition, explanation, teacher/pupil questioning, demonstration, discussion, practical activities, investigation, research, problem setting and solving
- Presentation of pupil work including handwriting and underlining is given a high priority

Learning Environment

The learning environment makes a significant contribution to the quality of education provided. Each area of the school is resourced and maintained to a high level in accordance with the learning which takes place there.

We seek to provide a stimulating learning environment which is;
- Language / print rich, including learning prompts, targets and key vocabulary;
- Number rich, including learning prompts, targets and key vocabulary;
- Bright, cheerful and colourful;
- Aesthetically pleasing;
- Secure and safe;

There will be; -
- Well-ordered, accessible resources that are clearly labelled;
- Displays covering the breadth of the curriculum;
- Displays which are interactive, celebrate good work, set standards of presentation and challenge children to think;
- A clarity of organisation with defined areas and work spaces;

The atmosphere will be one of; -

- Purposeful working with children on task;
- Mutual respect;
- Consistency with high expectations of work and behaviour;
- Openness which permits failure and growth from this

Children expect an environment that: -
- Is safe, friendly and fun;
- Has well mounted children's work displayed around the school;
- Is clean and tidy, and well decorated;
- Has good equipment and materials that are well stored for easy access;
- A place where everyone is encouraged to respect each other's beliefs;
- Is sometimes quiet;
- Is a place where children come first.

Children expect one another to be: -
- Caring, kind and helpful;
- Well behaved and show good self-discipline;
- Respectful of other people and their property;
- Hard working;
- Able to work independently;
- Able to work as part of a team;
- Confident and determined to succeed at school;
- Polite and well-mannered;
- Organised and tidy;
- Honest and trustworthy.

Assessment

Rigorous assessment opportunities which are clearly structured and linked to the curriculum framework ensure teachers have a thorough knowledge each pupil's ability within their cohort.

Formative Assessment:
- Annotated Longer Term and Daily planning identify the next steps for learning and feed directly into subsequent planning
- Both verbal and written feedback given in line with Success Criteria (where appropriate) – identifying next steps for learning as well as highlighting successes
- As children progress through school, greater ownership of self-assessment and peer assessment, marking ladders

Summative Assessment:
- Analysed by subject leaders and SLT to identify gaps in learning/ curriculum provision
- Target groups SEN / PP/ More Able identified
- Planned opportunities for intervention and enrichment
- Used to inform group settings and set numerical and written targets

Children who are not making age related expected progress are highlighted and supported at necessary levels through interventions and/or SEND Graduated Approach (See SEND Policy)

Learning

Learning needs to be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration.

An active learner will be able to: -

- ask and answer questions;
- concentrate when listening;
- contribute to discussions in a relevant way;
- co-operate with peers and staff;
- solve problems systematically and generate answers;
- select, use and put away relevant resources;
- develop organisational skills;
- respond to a task, accept challenges which are set and persevere to complete a task;
- take pride in the presentation of all work;
- try new things, be willing to experiment and investigate;
- make connections to previous learning;
- understand what they are learning and self assess using success criteria;
- a successful learner will be able to organise their own work

Organisation For Learning

Appropriate groupings will be used in class to ensure; -

- Collaborative work;
- Working alongside others of the same ability allowing for differentiation and effective use of teacher time;
- Working alongside others of differing ability, allowing for the development of strengths, tolerance and efficient use of teacher time;
- Assessing children's attainment

We will encourage children to organise themselves for learning, so that they are able to: -

- Select and use materials;
- Set up an appropriate experiment to test a hypothesis;
- Use research skills;
- Investigate number and language;
- Choose methods of presenting work;
- Work as a "Talk Partner" in pairs or larger group;
- Work alone;
- Use appropriate task analysis skills.

Monitoring and Evaluation

We believe that teaching improves through constructive critical reflection. This policy will be used as a point of reference by all staff who look at teaching, planning and children's work. It will be used for staff self-evaluation. Each member of staff as a subject leader will use this policy to monitor and evaluate the delivery of the curriculum.

This policy will be regularly discussed by staff both informally and formally at staff meetings.

The Role of Governors

Our governors determine, support, monitor and review the school policies on learning and teaching. 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 learning and teaching;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective learning and teaching strategies are in terms of raising pupil attainment;

- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's learning and teaching policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

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 information evenings to explain our school strategies for various curriculum areas and behaviour management
- sending home monthly newsletters with key dates and information about events in school;
- sending curriculum newsletters to parents at the start of each half term in which we outline the topics that the children will be studying during that term at school;
- 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.
- Regular updates on our school website;

We believe that parents have the 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 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 learning or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement

Appendix A– Teaching & Learning Non-negotiables

The following should form part of every lesson:

Learning Objectives
- Clear, succinct and focused; based on the learning which will be taking place rather than task
- Displayed and referred to throughout the lesson
- Discussed and explained to the children
- Based on prior attainment, knowledge and understanding, and part of a series of objectives which form a 'learning journey'

Success Criteria (where appropriate)
- Breaks down the learning taking place
- Include the steps or 'ingredients' the children need to be successful in their learning
- Identified by the teacher during the planning process
- Generated with the children during the lesson
- Displayed and referred to during the lesson
- Should be used to allow children to self-evaluate their learning

Plenary
- Reviews progress towards learning objective and success criteria
- Allows adults and children, to address misconceptions, make improvements and add further challenge
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt
- Mini plenary (where appropriate) to review learning mid-lesson

Outcome
- What will be achieved by the children by the end of the lesson?
- The learning activity/evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Sufficient quantity and quality for the age and ability of the child – *'Is the work hard enough, and are the children working hard enough at it?' Mike Cladingbowl former OFSTED National Director*
- Differentiated according to the abilities of the children
- For English/Maths lessons, work should be recorded at least 4 times per week, for all other subjects, at least 5 times per topic per half term.

Highest Expectations and Challenge for all (differentiation)
- Takes place throughout the lesson
- Is matched to children's abilities and next steps learning without limiting expectation
- When planning work for SEND children information and targets contained in the child's Targeted Learning Plan (TLP) are addressed
- Can occur through adult support; range and level of resources; time; task; different outcomes
- Teachers should plan from the 'top' range of ability downwards

Presentation
- Given a high priority and focus
- Correct cursive handwriting to be used by staff and pupils at all times
- Work not up to standard should be redone in pupil's own time

Adult Input – Teachers and Teaching Assistants
All adults should:

- Have a clear and effective role in maximising learning <u>throughout</u> the lesson
- Maintain the highest of expectations for **all** children
- Engage children in the learning, and models the enthusiasm of an engaged learner
- Be active and interactive
- Respond and adapt to ongoing assessment during the lesson
- Clearly model successful learning/the learning activity
- Be flexible according to the learning taking place
- Develop the independence of children
- Plan and/or lead intervention programs
- Support and work with pupils on TLP's to meet their targets

Questioning
- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher order questions
- Aimed at all abilities
- Opportunities will be planned for children to develop their own questions and questioning

Feedback & Marking (See Marking and Feedback Policy)
- Regular feedback will be given to the children, wherever possible during the lesson
- Identifies success and areas for improvement/next steps learning
- Refers success criteria, children's individual targets and related spelling, punctuation and grammar
- Children to regularly respond to feedback and marking

Active Learning
- Children are regularly given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used
- There is an appropriate balance of adult/pupil talk
- Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Interventions/TLP support
- Should clearly identify children who need to make accelerated progress
- Be timetabled into the week
- Be specific enough to scaffold progress (See LAPS/KLIPS)
- Ownership given to TA working with the group

Learning Environment (See Learning Environment Policy)
Classrooms should be bright and tidy and should be word and number rich.
Displays might be used to:
- Celebrate success - achievement, Star/Learner of the Day/Week
- Support class organisation – visual timetables, clearly labelled resources
- Promote independence by providing prompts – questions, support for when children are stuck
- Support learning – working walls, presentation examples, interactive & challenging
- Displays are changed regularly and reflect the current topic/themes/ learning
Well-establish routines to enable the smooth and efficient running of the classroom so no time is wasted

Review Date: Jan 2021