# Teaching and Learning Policy

## Designated members of staff: Gary Wright

## Chair of Governors: Alison Logan

# “The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.”

# Jean Piaget

**Enjoy achieving together… by being the best that we can be!**

**Learning is engaging, excites the pupils and teachers, and is about every child making progress.**

At Usworth Colliery, we:

 have **high expectations** and **aspirations** for everyone;

 are **inclusive**;

 provide a **safe, happy and healthy environment**;

 develop **confident, caring and independent learners**;

 prepare children for **modern day life** and their **next stage of learning**;

 encourage **positive relationships** for all;

 are at the **heart of the whole school community**;

 promote the **British Values.**

**EFFECTIVE TEACHING AND LEARNING**

Personalised learning is at the heart of effective teaching and learning.

At Usworth Colliery, we recognise the need to develop strategies that will allow all children to learn in ways that best suit them so that they may fulfil their potential. Many learning opportunities are made available to the children that take account of visual, auditory and kinaesthetic learning styles.

Such opportunities include:

* investigation and problem solving;
* enquiry;
* group work; paired work; independent work; whole-class work;
* asking and answering questions;
* use of ICT;
* visitors and visits
* creative activities;
* debates, role-plays and oral presentations;
* designing and making things;
* participation in physical activity
* outside classroom/environment

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. (AfL)

Effective teaching and learning is characterised by the nine features of Personalised Learning:

1. **High quality teaching and learning**
2. **Target setting and tracking**
3. **Focused assessment**
4. **Intervention**
5. **Pupil grouping**
6. **The learning environment**
7. **Curriculum organisation**
8. **The extended curriculum**
9. **Supporting children’s wider needs**

 We believe that people learn best in different ways. At Usworth Colliery, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to reach their full potential.

**1.  'Quality first’ teaching and learning**

This is characterised by:

* Highly focused lesson design with sharp objectives
* High expectations of pupil involvement and engagement with their learning
* High levels of interaction for all pupils
* Teacher questioning, modelling and explaining
* An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups
* An expectation that pupils will accept responsibility for their own learning and work independently
* Praise and encouragement to motivate pupils further

**2.   Target setting and tracking**

* Individual pupils’ progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures, including teacher assessment (assessment against lesson objectives and against key skills, knowledge and understanding), test results and assessment for learning strategies. Staff collect reading, writing and maths data on a termly basis and input the information onto our tracker system. This information is shared with other teachers/teaching assistants in the year group. It is also monitored by the senior management team. Strengths and areas for development are identified to inform planning, pupil progress meetings and to implement intervention programmes as appropriate. A written analysis is made to use for the school evaluation form (SEF) and reports for the school improvement partner (SIP). Governors also share a simplified version.
* Throughout school, progress is also measured for science and foundation subjects against a series of progressive key skills, knowledge and understanding. This is collated over the academic year and staff use assessments to plan future learning. Using this tracking system, each child is given a grade each year (below expected, expected or above expected). These grades are tracked and monitored by the curriculum leader.
* Early Years Foundation Stage track pupils’ progress against the EYFS Development Matters. From their observations they set targets for the pupils in order to challenge and extend their learning. This tracking information is shared with parents at each of the three parent meetings throughout the year and also sharing of observations through the Seesaw app.
* Pupil voice is central to the review of their performance and target setting.
* Parents/carers receive regular updates on their child’s progress both formally (at each of the three parent meetings every year and three end of term reports) and informally, so that they can provide support/ encouragement as appropriate.
* The senior management team monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny. Subject leaders also complete regular learning walks and monitoring according to their action plan/monitoring timetable.

**3.  Focused assessment**

Secure knowledge of each pupil’s current progress is a core element of teaching and learning at Usworth Colliery. Lesson planning is based on prior learning and, throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made. Fundamental to our formative assessment procedures is assessment for learning (AfL).

A range of AfL strategies are used in the classroom:-

* Learning objectives are made explicit and shared with the pupils.
* Success criteria are agreed by the pupils and teacher.
* Self and peer assessment is used against the success criteria.
* Pupils are engaged in their learning and receive immediate feedback on their progress.
* Summative assessment opportunities are detailed.
* Regular continuous assessment is central to teaching and learning practice (against EYFS Development Matters National Curriculum expectations and Key skills, Knowledge and Understanding).

**4.  Intervention**

It is expected that the great majority of pupils at Usworth Colliery will make at least the expected rate of progress through first quality, class based teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential. We deploy teaching assistants and teachers as effectively as possible to aid this intervention.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for interventions, a wide range of assessment evidence is drawn upon to support judgements made about pupil progress. We use a series of appropriate published interventions to meet the needs of our children, such as Lexia, Fresh Start, First Class at Number, etc. as well as our own intervention programmes. Subject leaders and the SENDCO monitor the quality of intervention and share this with the senior leadership team/teachers.

**5.  Pupil Grouping**

All classes are mixed ability. In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes.

* Mixed ability pairs/groups
* ability groups
* skills based grouping
* paired work (response partners) to facilitate discussion
* individual work
* pupil choice
* whole class groups

**6.  The Learning Environment**

Our classrooms are attractive learning environments. Displays are changed regularly, to ensure that the classroom reflects the learning challenges studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. Highly visual and interactive displays, for example, ‘learning walls’, are used to engage pupils and encourage self-help strategies. Vocabulary is displayed across all displays.

All classrooms are extremely well resourced (each room containing an interactive whiteboard, classroom computer with internet access, etc) facilitating a wide range of different teaching and learning activities.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

Creative use of internal space has provided areas for small group intervention work or 1:1 tuition and increasingly, external spaces are being used to provide the ‘outdoor classroom’.

In Early Years Foundation Stage, we provide an ‘enabling environment’, both indoors and outdoors. The learning environment is designed to encourage EYFS children to move freely between areas, both inside and outside.

**7.  Curriculum Organisation**

We use the National Curriculum and EYFS statutory framework to guide our teaching. These set out the aims and objectives and detail what is to be taught in each year group. Subjects were grouped together and objectives shared. Across school we operate a cross-curricular approach to learning. We follow a learning challenge (enquiry) curriculum based upon key skills, knowledge and understanding through topic questions or core texts. We follow long term curriculum plan but these are adapted to meet the needs of the cohort. Our medium and short term lesson plans contain detailed information about the teaching activities and tasks to be set, the resources needed, and the type of assessment to be used. We evaluate lessons and so that we can modify and improve our teaching in the future.

**Our Curriculum**

**Enjoy achieving together … by being the best that we can be!**

![A screenshot of a cell phone

Description automatically generated]()Our pupils learn best through experiential learning and our curriculum is built around this, hence our strap line - **At Usworth Colliery, we … go places, do things, meet people and learn new things.** As a result, all pupils are able to access an experiential curriculum which is exciting, engaging and ambitiously designed to give all pupils knowledge and understanding of the world that they need to succeed. It starts with what the pupils know and what they would like to know, added to what they need to know and builds to an end product. As a result of our curriculum we want to create learners who are:

Visits and visitors are imperative to all learning. Learning challenges are shared with parents and they are asked to contribute when and where they can (either through homework, visiting school to share information or sending in resources).

Through personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed. We aim to cater for the needs and interests of a full range of learners including:

* the gifted and talented
* learners with learning difficulties and disabilities
* learners with English as an additional language
* girls and boys
* looked after children
* learners with social, emotional and behavioural difficulties

When planning work for children with special educational needs we give due regard to information and targets contained in the children's SEN support plans or Educational Health Care Plans.

In summary, we plan learning with individual pupils at the forefront and we scaffold the learning for every child at whatever level they are working at.

**8.   The Extended Curriculum**

Helping pupils to discover and/or develop new interests is essential to personalised learning at Usworth Colliery. During the school year a range of activities are organised to enhance the curriculum:-

* Residential visits
* Extensive clubs, covering the arts and sports, as well as academic.
* Visits
* Visitors

This approach often extends beyond school hours. We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school outside of hours, we first inform parents and obtain their permission. In so doing, we follow the LEA guidance on Off-Site visits and volunteers.

**9.  Supporting children’s wider needs**

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual pupils. At Usworth Colliery, we aim to establish good relationships with all our families and to provide a climate open to dialogue. Within school, we can offer advice and support through our school-based services, for example:

* Family Liaison Officer
* Thrive/Behaviour specialist
* School Counsellor
* LA behaviour support team
* School nurse
* Educational psychologist
* Speech and language therapists
* Autism outreach team

Where additional support from other agencies is required, an Early Help approach may be needed. This may include identifying barriers to learning and as a result, involve a range of multi-agency professionals (including Education Psychologist, CAHMS, etc).

**THE ROLES WITHIN THE WHOLE SCHOOL COMMUNITY**

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

* support the use of appropriate teaching strategies by helping to allocate resources effectively;
* ensure that the school buildings and premises promote successful teaching and learning;
* ensure that high quality staff are appointed;
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject/senior leaders;
* ensure that staff development and performance management policies promote good quality teaching and learning;
* monitor the effectiveness of the school’s teaching and learning 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 the school

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

* holding meetings/workshops to explain our school strategies for teaching the National Curriculum;
* sending home a weekly school newsletter;
* Sharing information with parents which outline the curriculum that the children will be studying during that term at school through the school website;
* sending reports to parents three times a year 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. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work;
* holding three parents’ evenings a year, which provide an opportunity to discuss progress children are making.

The role of Parents

We believe that parents, as their child’s primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility 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;
* ensure that their child is supported with homework activities which consolidate learning;
* inform us of their child’s interests and capabilities;
* 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;
* fulfil the requirements set out in the home/school agreement.

The role of the child

We believe that the child has a responsibility to:

* participate as fully as possible in the learning opportunities and help other children to do the same;
* work hard and try his/her best;
* behave appropriately in school according to the school’s behaviour code;
* be polite and helpful to other pupils and adults in school;
* come to school regularly and be on time;
* talk at home about what he/she has learnt at school;
* take good care of the school environment;
* do the homework regularly and bring it back to school;
* wear the correct school uniform;
* tell the teacher or an adult at home if he/she finds the work difficult.

**MONITOR AND REVIEW**

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

**Other relevant policies/guidance:** ·    Marking and Feedback policy

Assessment Policy

All individual subject policies

Signed……………………………………………… Signed: ………………………………………

Head Teacher Chair of Governors

Date……………………………………………… Date: ……………………………………

Rewritten: November 2019 (Reviewed every three years unless changes are required)

Agreed: November 2019