



Teaching and Learning Policy

Designated members of staff: Alison Forster

Chair of Governors: Alison Logan

Every child has the right to the best possible education. Usworth Colliery Primary School aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

“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

At Usworth Colliery our approach to teaching and learning is based on Evidence Based Education's A Model for Great Teaching. The model, is derived from high quality research evidence on effective teaching and is broken down into four elements

1. Understanding the content
2. Creating a supportive environment
3. Maximising opportunity to learn
4. Activating hard thinking

Each element lays out the expectations we have of our teachers to enable them to plan and deliver a high quality curriculum that supports the attainment and progress of all learners no matter what the starting points. These elements are fundamental in all aspects of the teaching and learning process and depend upon all staff having strong pedagogical understanding and in depth subject knowledge and across all curriculum areas.

A Model for Great Teaching

Understanding the Content

Teachers and Teaching Assistants must have:

1. Deep and fluent knowledge and flexible understanding of the content they are teaching
2. Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas they are teaching
3. Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; so they are able to generate varied explanations and multiple representations/analogies/examples for the ideas they are teaching
4. Knowledge of common student strategies, misconceptions and sticking points in relation to the content they are teaching

Creating a Supportive Environment

Teachers and Teaching Assistants must:

1. Promote interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students and be sensitive to the individual needs, emotions, culture and beliefs of students

2. Promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
3. Promote learner motivation through feelings of competence, autonomy and relatedness
4. Create a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go and encourage learners to attribute their success or failure to things they can change

Maximising Opportunity to Learn

Teachers and Teaching Assistants must:

1. Manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); give clear instructions so students understand what they should be doing and use (and explicitly teach) routines to make transitions smooth
2. Ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
3. Prevent, anticipate and respond to potentially disruptive incidents; reinforce positive student behaviours; signal awareness of what is happening in the classroom and respond appropriately

Activating Hard Thinking

Teachers and Teaching Assistants facilitate this by:

1. **Structuring:** giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
2. **Explaining:** presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
3. **Questioning:** using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
4. **Interacting:** responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
5. **Embedding:** giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
6. **Activating:** helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

Pupil Grouping

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

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, and working walls', are used to engage pupils and encourage self-help strategies. Vocabulary is displayed across all displays.

All classrooms are 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

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 staff 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 key substantive and disciplinary knowledge. 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 school curriculum and progress towards Early Learning Goals. Development Matters is also used as a supporting document. 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 as well as 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.

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 school curriculum for EYFS and progress towards Early Learning Goals, National Curriculum expectations and Key skills, Knowledge and Understanding).

(see assessment policy and making and feedback policy for more details)

Interventions

It is expected that the great majority of pupils at Usworth Colliery will make at least the expected rate of progress through quality first, 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 such as pre-teach maths and bespoke spelling interventions. Subject leaders and the SENDCO monitor the quality of intervention feedback to teachers and Teaching assistants and findings this with the senior leadership team/teachers. Intervention trackers track the interventions offered to each child in school and these are discussed in detail at Pupil Progress Meetings to evaluate the impact of interventions and consider effective use of intervention time.

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.

We teach the National Curriculum through discrete subjects developing the children substantive knowledge (factual/specific) and disciplinary knowledge (procedures to acquire substantive knowledge). Our curriculum has clearly defined end points, ensuring that pupils are ready for each next stage of their learning. Each subject is divided into units of learning which are carefully sequenced to enable children to build upon prior knowledge. Each unit of work has identified key knowledge for the children to acquire through a sequence of carefully designed lessons. The learning is sequenced to enable children to make links in their learning within a subject and where applicable across subjects. Our curriculum is enriched with a range of experiences to enhance, support and develop further our pupil's learning.

Our Curriculum

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

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 and these first hand experiences support the learners to engage more fully with the curriculum.

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, support and challenge the learning for every child at whatever level they are working at.

Behaviour and Attitude

All members of the school community are responsible for developing a supportive learning culture. Staff make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy are understood and implemented at all times.

Pupils are encouraged to:

- Listen to each other.

- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Commendation stickers and raffle tickets
- Calling the pupil's parents praising the pupil or sending a note home praising the pupil
- Inviting the pupil to see the Headteacher
- Achievement assemblies
- House Points

Disruptive behaviour is managed by teachers in line with the school's Behaviour Policy.

Base Provision

In school we also have a specialist provision to accommodate children with ASD (Autism Spectrum Disorder) from across Sunderland Authority. These children have access to mainstream, as well as small group teaching in The Base. Where appropriate, and in consultation with the SENDCo, class teacher and parents/carers, pupils within our school with ASD can also access Base provision.

Pupils who access this provision are taught in small groups and have access to ASD specific learning environments to meet their sensory requirements. All pupils have individual timetables tailored to their strengths and special needs. Pupils have access to interventions for social and emotional development, fine and gross motor skills plus speech and language. The long term goal for these pupils is for them to be as independent in everyday life as is possible. A key part of this is to be able to recognise and regulate their emotions and/or behaviours, through the use of carefully planned and taught coping mechanisms. We achieve this for our pupils with some of the following approaches:

- Visual support
- Social Stories
- Total communication approach throughout the school
- Interventions for emotional literacy and stress such as the Friends programme
- Team Teach crisis avoidance strategies
- Individual SEND support plans and behaviour for learning plans
- Developing social and independence skills by visiting the community

Thrive Provision

Thrive is a specialist provision within school that supports children who present with serious patterns of challenging behaviour causing barriers to their learning. We understand that all behaviour is communication and as such, we understand that children communicate hidden difficulties, distress or trauma that they may be experiencing or have experienced in socially unacceptable/inappropriate ways. Through therapeutic teaching methods, we offer these children a safe and contained space in which to express such difficulties. Staff model and teach self-regulation strategies, allowing opportunities for children to connect with and understand their own emotions so they can better deal with uncomfortable feelings and emotions as and when they arise. In doing so, children are then better equipped to learn and to behave in more socially acceptable ways. In Thrive children are taught that their feelings will be validated and their emotional struggles are supported by kind, compassionate staff who care about their wellbeing.

This provision runs with de-escalation at its heart and is based on Thrive principles. It can be a high risk environment and the children can be unpredictable. Staff continually observe and analyse risks and hazards within the changing environment, using both formal and dynamic risk assessments where appropriate, supporting children who go through the six stages of crisis. All Thrive staff receive team teach training and use the principles of team teach when providing physical, restrictive intervention, understanding that this is only used as a last resort.

We support our pupils using the following approaches:

- Crisis management intervention
- Emotional Literacy intervention
- Behaviour intervention
- Tight boundaries and a positive reward system
- Visual support
- Repetitive and predictable routines
- Providing small manageable chunks of learning

- Containment
- Safe spaces
- Positive feedback
- A personalised curriculum
- Familiar staff who are trained to deal with emotional and behavioural difficulties
- Consistent structure and repetitive daily routines
- Visualisation and breathing techniques

The Extended Curriculum

Helping pupils to discover and/or develop new interests is an essential part of the educational offer at Usworth Colliery Primary School. 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.

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
- EMTAS provided by Together for Children

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, CYPS, 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;
- complete homework regularly and return it 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.

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Assessment Policy
- Homework Policy
- All individual subject policies

Signed.....
Head Teacher

Signed:
Chair of Governors

Date.....

Date:

Rewritten: January 2023 (Reviewed every three years unless changes are required)
Agreed: