



# TEACHING AND LEARNING POLICY

This Policy was approved Governors In:	February 2022
This Policy was shared with staff in:	March 2022
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	September 2021
Date of next Policy Review:	<b>September 2024</b>

## **OUR VISION**

Our vision is that all at Poverest Primary School inspire, challenge and nurture the children in our care. We aim to provide a happy, caring and stimulating learning environment which enables them to learn, grow and succeed as well as equipping them with skills for their future after they have left our care.

## **OUR AIMS**

At Poverest Primary School we are committed to high-quality teaching and learning to raise standards of achievement for all children. We aim to provide a rich learning environment that supports and challenges all our children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our subject policies.

## **PRINCIPLES OF TEACHING AND LEARNING**

- Encouraging everyone to do their very best
- Celebrating individual successes however small or large they may be
- Providing a welcoming, safe and happy school where everyone is respected and listened to
- Taking pride in ourselves and our achievements,
- Enabling children to become confident and successful learners.
- Working in partnership with our parents and carers
- Striving for the highest possible standards of achievement and behaviour
- Providing a rich and exciting curriculum with motivational trips and visitors

This policy is an agreed statement of our intentions and commitment to quality learning and teaching at Poverest. We believe that it is vital to review and evaluate teaching and learning regularly in order to make it more effective for the children. No one approach to learning or teaching is correct for any child, class teacher, subject or activity for the whole time.

Poverest Primary School provides high standards of education and achievement in an inclusive environment. We have a clear and shared philosophy of education where we promote curriculum equality and high standards of work, achievement and behaviour.

### **At Poverest our children learn best when:**

- they are happy, healthy and alert – receptive and positive
- they are interested and involved – learning is relevant and stimulating
- the purpose of a task is understood – they understand why they are doing it
- they feel secure – in terms of environment, relationships and learning
- they feel valued – teachers and other adults care about their development as learners
- they have opportunities to explore and take risks
- they are actively involved, making choices and taking responsibility in their learning
- they have an element of control and can work with independence
- they receive positive feedback and praise for achievements
- tasks are differentiated, matched to the child
- learning is built on existing knowledge and experience – clearly defined small steps
- they have opportunities to talk about their work, reflecting, discussing and sharing ideas
- the teacher is knowledgeable, enthusiastic and motivated
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale

### **TEACHERS achieve the school's aims by:**

- confident teachers having a clear understanding of subject knowledge and setting objectives

- high expectations – there is optimism about, and high expectation of success
- well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all children
- interactive – children’s contributions are encouraged, expected and extended
- characterised by high quality oral work
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed
- informed – by assessment outcomes
- Providing a challenging and stimulating programme of study designed so our children reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Maintaining an up to date knowledge of the National Curriculum and other government initiatives
- Having a positive attitude to change and to the development of their own expertise
- Establishing links with the local community, including industry, to prepare children for the opportunities, responsibilities and experiences of adult life
- Working collaboratively with a shared philosophy and common aims of practice
- By accepting nothing less than the best from every child

**PARENTS achieve the school’s aims by:**

- Hearing their children read daily
- Supporting their child’s learning in partnership with their teacher
- Providing external experiences that the children can draw on within the curriculum
- Ensuring that children do learning at home to reinforce school learning
- Following the principles laid down in the Home/School Agreement.
- Attending school meetings/Celebration of Learning

**Excellence and achievement** is celebrated in display and performance, wherein:

- Each child has learning of a high standard, for them, displayed at times throughout the school year.
- Children understand that exhibited work (performance or display) should represent their highest standards of personal achievement.
- Sustained effort, including drafting and reworking, is encouraged to enhance standards
- School events such as concerts and school productions are seen as opportunities for all children (not just the most gifted) to demonstrate and to enjoy their own best performance.
- The use of visits and visitors to enrich the curriculum is valued and these are used throughout the school to widen children’s experiences and support learning across a range of subject areas every half term.

**Strategies for ensuring progress and continuity**

- Planning, Preparation and Assessment meetings with both teachers
- Year group meetings
- Phase meetings
- Staff meetings
- SLT meetings
- AFACT meetings
- Parent meetings
- Governor meetings
- INSET Days with all stakeholders including staff within AFACT

**Planning**

- Lesson plans have a clear learning intention and success criteria
- Long, medium and short term planning is followed to ensure progress and continuity
- School Improvement Plan
- Staff Meetings
- Evaluations completed termly/year to facilitate plans for the following term/year

## **Daily planning**

We recognise the importance of key skills. Planning opportunities are made available across the curriculum to develop:

- communication
- reading
- writing
- application of number
- computing skills
- problem solving
- working with others
- improving their own learning and performance.

Thinking skills will also be developed across the curriculum. This will include:

- creative thinking;
- enquiry;
- information processing;
- reasoning;

Activities show a balance in terms of individual, group and whole class work.

Specialist teaching is available for P.E, Music and Modern Foreign Languages and also through visitors.

The emphasis of our policy is on a good variety of experiences and we plan that children increasingly take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.
- external visits/visitors are regular to learn about Our World and enhance a purpose to our learning

## **RESOURCING - LEARNING AREAS**

- There is a range of appropriate, accessible and labelled resources available from which staff/children can select materials suitable for the task in hand.
- Children follow the classroom rules when resources cannot be shared
- All children know where resources are kept and abide by the rules about their access and use
- All children know that some resources they must not touch for reasons of safety and privacy
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- Children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care, diversity and value for all resources

## **MONITORING AND EVALUATION**

- Children monitor each other's learning through peer-to-peer activities
- Children's learning will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and senior leaders.
- A half termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which include discussions around our whole school Provision Map and the impact of the interventions that are used.
- Subject leaders will regularly monitor children's learning.
- Senior Leaders have support sessions with each class teacher in a specified curriculum area on a regular basis within triads.
- Reporting to parents is done three times a year through consultations and twice through a written report.

- Senior leaders will share monitoring with parents in the Parents' Forum joining Learning Walks
- Senior leaders will share monitoring with governors, including governors joining Learning Walks, Triads and Pupil Progress reviews

## **TEACHING STRATEGIES AND STYLES**

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This may include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- didactic teaching;
- interactive teaching;
- conferencing;
- listening;
- brainstorming;
- providing opportunities for reflection by children;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal and non-verbal.
- providing opportunities for children to develop leadership in learning within their class and across the school.