

Watlington Community Primary School

Teaching and Learning Policy

Rationale

This policy has been written so that it reflects the current DfE Teachers Standards, Teachers pay and conditions document and OFSTED inspection schedule for schools. This policy should also be read in conjunction with the schools Assessment; Academically Able, Gifted and Talented Policy and Performance Management Policy.

Beliefs and Values

In line with our school vision, we at Watlington Community Primary School aspire to provide an outstanding education for all our learners. All pupils will grow and learn together and will be suitably challenged so that they realise their full potential and become confident independent young people.

We are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them. We encourage children to take responsibility for their own learning, to be involved as far as possible in their learning journey.

In Every Class

All pupils should have access to excellent learning opportunities, as laid down in the OFSTED Inspection Schedule, and reflected in the Teachers Standards.

There is an expectation that every lesson:

- Is clearly planned and follows the schools proforma.
- Includes Learning Objectives and outcomes, clearly understood by all in the class
- Includes Steps to Success, so that pupils know what they must achieve to be successful.
- Has differentiation *for* ability not *by* ability
- Uses well prepared concrete, pictorial and abstract resources and deploys human resources that play a key part in children's learning
- Challenged all pupils, including both SEN and able children
- Has pace, is exciting, engaging, stimulating and informative
- Encourages pupils through partnership and dialogue to have an active participation in their learning.
- Uses Higher order questioning and problem solving opportunities
- Develops thinking skills, communication skills and strategies to become independent learners
- The principles of SMSC are embedded
- Plans for different learning styles, resulting in high levels of engagement
- Has high expectations of both behaviour and quality and presentation of work

- Uses Assessment for Learning making the lesson flexible and responsive to learning needs.
- Gives pupils the opportunity to respond positively to marking and feedback in order to improve their work.
- That pupils know their targets and what is required to improve
- Teacher's subject knowledge is extensive allowing them to challenge misconceptions and answer pupil's questions.
- Is reflected in Home learning where appropriate to consolidate or extend the learning.
- Encourage a 'can-do' culture – getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness.

Learning Environments

At Watlington CP School all areas should demonstrate the following characteristics:

- Working walls, that reinforce and support learning
- Well maintained and stimulating displays, including children's work, at different stages of the learning process.
- Displays are changed regularly, at least every half term.
- Classroom furniture and layout promotes learning in a healthy and safe environment
- Rules, rewards, Learning Objectives and Steps to Success are clearly displayed.
- The environment is welcoming and shows that adults and children respect each other.
- The environment is kept clean and tidy.
- It reflects our vision, aims and values

Effective Learning

In planning for effective learning and teaching, staff should apply the following basic principles which underpins what we know about how children learn.

Children learn most effectively when:

- The purpose of the learning is clear
- Goals and targets for the learning are agreed
- Pupils are involved in the planning and management of their learning
- Pupils realise that there is something worth investing effort in
- The learning maintains a level of appropriate challenge
- The learning is surprising and spontaneous

In planning, the Learning Objectives, Steps to Success and tasks will be carefully selected to take account of individual needs of all abilities, so that:

- All pupils are challenged appropriately, including SEN and the most able.
- Individual targets are based on pupil assessment and prior learning
- IEPs (Individual Education Plans) are used when planning appropriate learning experiences

Groupings

Teaching is achieved through a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs. Groups can be ability based, or mixed ability groups; again this is varied according to the tasks, outcomes required and children's needs.

Planning

Excellent subject knowledge and knowledge of learning should underpin effective planning of challenging learning objectives based on accurate assessments. Teachers are responsible for the long term, medium and short term planning of opportunities which enable learners, in relation to their starting points, to achieve the highest possible standards. This requires a thorough knowledge of each individual in the class: prior attainment, progress towards targets, learning needs (IEPs, language etc). Each term, pupils are involved in the planning process; this improves motivation and engagement.

Monitoring of Teaching and Learning

Monitoring of Teaching and Learning has the aim of encouraging the sharing of good practice, individual professional development and overall school improvement. A monitoring programme is set up to support the Schools Development and Improvement Plan using Teachers Standards and OFSTED Inspection Schedules.

Monitoring is achieved by:

- Subject Leaders who develop and sustain a two year cycle of monitoring for their subject to include, for example: pupil perceptions, book scrutiny, developing opportunities for able pupils, auditing of resources, lesson observations with a member of SMT, learning walks, termly subject leader reports and action plans for each financial year.
- The Headteacher and SMT monitor through regular planned classroom observations, sampling of lesson plans, book scrutiny, subject leader reports and action plans, pupil perceptions, pupil progress meetings and analysis of internal and external assessment data.
- Implementation of the Performance Management Policy
- Governors, through the School Effectiveness Committee, with regular reports and discussions, as well as Subject Leader reports
- LA through regular and planned monitoring visits and inspections.

Working with Parents

Parents and carers are vital to, and considered as partners in children's learning and progress: we strive to involve them. Teaching staff are available to meet with and encourage parents to become partners in their child's learning.

Our home/school agreement provides further details of our working relationship. Parent Consultations are held in October and in the Spring. In addition parents receive a detailed school report in early July. This outlines the child's achievements during the year,

how they are achieving relative to expected levels and how they can improve and develop in the future. Parents are given the opportunity to discuss this report with teaching staff.

Equal Opportunities

Our aim is that every child is given the opportunity, and support, to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

Signed by
Chair of Governors

on

Review February 2018