Teaching and Learning Policy

We believe that our children are well motivated and committed to their learning because:

1. *Learning moves from the known to the unknown.*
   - Children are helped to draw upon previous experiences, knowledge and skills when learning something new.
   - Learning is cumulative i.e. built upon learning that is now secure.
   - There is opportunity to revisit and practise new skills and concepts.
   - Children have the opportunity to show Mastery of` their skills and knowledge by applying their learning to new situations.

2. *The learning objectives and success criteria are clear.*
   - Children understand why they are doing a piece of work and how to measure the success of their work.
   - The activity is relevant and interesting to them.

3. *Children are actively involved in their own learning and feel positive about it.*
   - They have opportunities to take responsibility for aspects of their own learning.
   - They are involved in assessing and recording their own achievements through self assessment
   - They are given opportunities to discuss their work and progress and areas for development through peer assessment.
   - They are encouraged to formulate and ask questions of themselves and others.
   - The activity emphasises learning skills that are linked explicitly to developing independence.
   - Teachers provide 'live' feedback (verbal feedback within the lesson) which celebrates their successes and supports them with improvements.
   - Children are given time to edit and improve their learning.

4. *A range of different teaching and learning strategies is employed.*
   - A variety of teaching styles are used.
   - The organisation is appropriate to the task, giving maximum access to a wide range of learning resources and aids.
   - Cross-curricular links with other subjects are created where suitable.

5. *Learning activities are planned to meet the needs of the individual.*
   - Children are engaged in challenging activities which develop their learning.
   - Each child has a high chance of successfully completing a task.
   - Children self-select their own level of challenge.
   - Under achieving pupils and those on the SEN register are supported where necessary.

6. *The children are well motivated and committed.*
   - They are able to see the progress they are making.
   - They feel positive about themselves as learners.
   - Their work is marked or discussed to highlight their strengths and areas for improvement.
   - There is a positive reward system that teachers, children and parents value.

Effective Teaching

We believe that effective teaching will incorporate a variety of teaching styles, methods, techniques and approaches.
The best lessons will address the 'Non-Negotiables' as well as:

- Be interesting to the children, keeping them involved and on task.
- Be well planned to meet specific learning objectives.
- Be flexible enough to adapt to particular circumstances that may arise during the lesson.
- Show that the teacher has used formative and summative assessment methods to assess the children's needs and inform planning.
- Clearly build upon former knowledge and learning experiences.
- Work is marked effectively in line with the school's Marking and Feedback Policy and the children are allowed time to reflect and develop their skills.
- Be planned to meet the needs of individual pupils or groups.
- Give all children the opportunity to be involved and achieve success through clear and focused learning objectives and success criteria.
- Show appropriate organisation for the activity taking place e.g. individual, pair, group etc.
- Take place in a well-ordered room with appropriate resources readily available for the children and interactive working walls.
- Generate a purposeful working atmosphere with an appropriate level of noise.
- Demonstrate that the teacher is well informed and understands the subject matter being taught.
- Be based upon a relationship of mutual respect between the teacher and pupil with a good rapport evident.
- Utilise the skills of teaching assistants and other adults effectively.
- Children are encouraged to be independent learners
- Use of talk partners and buddies to promote talk and select children to answer at random with a no hands up policy.

Classroom Organisation

The staff of Church Langton CE Primary School have agreed that the following aspects of classroom organisation should be evident throughout the school.
- The room should be tidy and orderly with labels to indicate where resources are kept.
- Displays of children's work and should be presented in an attractive way and changed regularly to reflect the learning taking place. These displays should be interactive, informative and reflect a balance of curriculum areas across the year. Working Walls are expected in English and Maths.
- Class rules or guidelines should be displayed clearly.
- Appropriate timetables, routines, groups, monitor lists etc. should be displayed in a designated place within the classroom.
- Pupils' targets should be easily accessible to the children.

- Children should be aware of their groups or seating arrangements for particular subjects or activities. These should be varied to allow pupils to work in ability/mixed ability groups at appropriate times, thus having the opportunity to interact within different social groups.
- Pupils should be encouraged to take responsibility for an area/job within the class that is appropriate for their age and ability.
- A clear focal point for quiet reflection and presentation of the school values.
- Fire regulations should be clearly displayed and understood.

In addition to these aspects, the staff identified the following points that will be relevant as children progress through the school.

- There may no longer be a carpet area for focused group work.
- There should be a place with topic and other books for the children to select from. In addition to the display of groups, responsibilities etc. there may be a noticeboard outlining duties and responsibilities outside the classroom, as well as giving details of research and investigations that the children are undertaking.

Roles and Responsibilities

All members of the school community (teachers, teaching assistants, support staff, students, members of outside agencies, parents, pupils and governors) have a role to play in meeting the agreed aims of the school, but each group also has a specific contribution of its own to make to school life.

All groups of the school community
We all work together to:
- Esteem children as individuals, respecting their rights, values and beliefs.
- Foster and promote good relationships and a sense of belonging to the school community.
- Provide a well-ordered environment in which all are fully aware of behavioural expectations.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Encourage, praise and positively reinforce good relationships, behaviour and work.
- Work as part of a team, supporting and encouraging one another.

Subject Leaders
Subject Leaders have responsibility for ensuring their CPD is up to date, being responsive to current educational trends and initiatives and ensuring that all staff have the most up to date information on issues and developments.
They:
- Play a leading role in developing policies and the curriculum intent, implementation and impact for their area.
- Oversee the curriculum for their subject, establishing how good standards, continuity and progression can be achieved and sustained.
- Support colleagues and share their expertise.
- Manage the allocated budgets and resources for their area.

- Contribute to the School Development Plan for their area and communicate their plans to other staff.
- Monitor and evaluate the curriculum and standards achieved, planning how they intend to use non-contact time to do this throughout the year. (See Monitoring and Evaluation section).

All Teachers will:
- Use a range of teaching techniques as identified in 'Effective Teaching' above and address the 'Non-Negotiables' .
- Ensure the school Marking and Feedback Policy is fully implemented.
- Organise the classroom as identified in 'Classroom Organisation' above.
- Plan challenging and stimulating work to enable children to reach the highest standards of personal achievement.
- Recognise and meet the needs of individual children.
- Follow the agreed national and school policies and schemes of work.
- Take responsibility for a curriculum area (excluding temporary or newly qualified teachers).
- Be good role models – punctual, appropriately dressed for PE lessons, well prepared and organised.
- Share responsibility for their own professional development, in order to extend their understanding of current initiatives.
- Maintain good cross phase links, relationships and transitions.
- Build successful partnerships with all the groups that form the school community
- Work collaboratively with a shared philosophy and commitment to best practice.

Teaching Assistants:
This group supports the teaching and learning that takes place:
- Listening to children talk and read and completing home/school diaries.
- Supporting groups of children (talking, questioning, modelling, reinforcing classwork, engaging in practical art, craft or technology activities).
- Leading intervention groups to support literacy and numeracy skills.
- Working with children who have Additional Support plans to support a particular target area.
- Attending relevant courses and training for their post.
- Accompanying educational journeys when appropriate.
- Supporting teachers and the by carrying out administrative tasks, preparing resources, carrying out assessments, photocopying and preparing displays.
- Taking part in 'live' marking and providing feedback to both children and teachers.

Voluntary Helpers:
This group comprises of a number of people who may often be parents. They support the professionals in school in a number of ways, such as:
- Listening to children talking and reading and making supportive comments in home/school diaries.
- Supporting groups or individuals within the classroom under the supervision of the teacher.
- Using their personal talents and expertise to enrich the curriculum offered to the children in school.
- Using their personal talents and expertise to support extra curricular activities.

- Supporting children using the computer.
- Accompanying educational visits.
- Making costumes/props for assemblies, plays etc.
- Providing transport for activities taking place off the school site.

In addition to this, voluntary helpers may support the teacher by carrying out additional classroom activities.

Students

A variety of students work at Church Langton CE Primary School at different times. They each bring skills and qualities, which are valued for their contribution to the children's learning.

School Direct Students:
- Form part of the staff team for the time that they are in the school.
- May spend time observing pupils.
- Will work with individuals, groups or the whole class under the supervision of the class teacher.
- Will plan work in line with the schemes of work and individual pupils' needs.
- Keep records of assessment etc.

Other students eg. BTEC/N.V.Q. /Work Experience Students:
- May spend time observing pupils.
- Will work with individuals or groups under the supervision of the class teacher.
- May assist with additional classroom activities such as preparing resources etc.
- Will follow the work schedule set out for them by their training body, but receive guidance from a designated member of staff within the school.

Parents

Our parents work towards the school aims by:
- Ensuring that children arrive at school on time, in good health, properly equipped and correctly dressed.
- Ensuring that the children attend regularly, and making contact with the school on the first morning of unforeseen absence.
- Providing support for the school's behaviour policy and the teacher's role.
- Participating in discussions concerning their child's progress and attainments.
- Making early contact with school to discuss matters which may affect a child's happiness, progress or behaviour.
- Giving due importance to homework, reading and assisting in the learning of number facts and spellings.
- Allowing their child to take increasing responsibility for their own learning as they progress throughout the school.

Pupils

Children are active in their own learning by:
- Being polite and helpful, and treating others as they would want to be treated.
- Working hard and doing their best at all times.
- Listening carefully and respecting the opinions of others.
- Respecting their own and school equipment and the school building.
- Being tidy in appearance.

Governors

The Governing Body of Church Langton CE Primary School has a positive involvement in the teaching and learning that takes place within the school in many ways, such as:

- Contributing annually to the School Development Plan.
- Monitoring and supporting teaching and learning through focused curriculum visits.
- Taking responsibility for developing expertise and building links with particular curriculum and/or management areas.
- Setting and managing the budget with the headteacher.
- Maintaining the school premises.
- Supporting school events, concerts etc.
- Fostering positive relationships with parents and the wider school community.

Other Groups

There are various other individuals, groups, friends and agencies who support the children's learning in a number of ways. Listed below are many of these.

Local clergy, local emergency services including the Police Force and Fire Brigade, the School Nurse and Dentist, Bikeability providers, representatives from various charities, peripatetic music tutors, visiting drama groups, storytellers etc., Educational Psychology Service, Special Educational Needs Support Service, Speech Therapists, local secondary schools, Learn-AT Teaching School and other advisory staff.

Curriculum Organisation

The emphasis throughout the curriculum is on working with meaning and understanding using a Mastery approach. The children study the following areas:

The Core Curriculum: (Statutory) English, Mathematics and Science.

The Foundation Subjects: (Statutory) Design and Technology, Computing, History, Geography, Art and Design, Music, MFL and Physical Education.

The Basic Curriculum: (Statutory) Religious Education.

Other Areas: Promoting Spiritual, Moral, Social and Cultural Development, Personal, Social and Health Education, Citizenship.

Homework

In addition to work undertaken at school, the children are regularly set homework, in which they are asked to practise or extend their skills. (See Homework Policy).

Planning

Long Term Planning

The school has a Long Term Curriculum Plan that maps out our approach to these subjects and areas throughout the school years, as well as detailing the time allocations for different subjects. (See Long Term Curriculum Plan).

Medium Term Planning
This is developed from the expectations set out in the National Curriculum and certain schemes that are linked to a subject e.g ICT Cambridge Scheme of Work for PSHE. The teachers look closely at the detailed learning objectives and activities and tailor these to meet the identified needs of the children.

Short Term Planning
There are separate planning sheets for Literacy, Maths and Foundation Subjects, which record clearly the learning objectives, activities and differentiation for the week. It is also used by the curriculum leaders for monitoring purposes.

Monitoring And Evaluation

The School Leadership Team, Subject Leaders and Governors are all active participants in regular and systematic monitoring and evaluation of teaching and learning across the school.

School Leadership Team
The School Leadership Team monitors teaching and learning throughout the school through lesson observation, work scrutiny, pupil discussions and learning walks.

Subject Leaders
Subject leaders are allocated non-contact time each term, part of which should be used to monitor their subject area throughout the school. Subject Leaders meet with the Head of School prior to their monitoring time and directly after. They complete records indicating where, when and how monitoring will take place. Monitoring forms are completed and evidence obtained will inform the School Development Plan, Staff Development and training.

Governors
Members of the Governing Body should make regular, focused visits to the school in order to monitor the implementation and delivery of the curriculum and the provision of Special Educational Needs. They also monitor curriculum policy statements and the school's target setting and assessment practices. Governor visit observations are recorded and copies are kept in the Headteacher's office.

Reviewing The Curriculum

Curriculum review is a process that all members of the school team are involved in. Through participation of the whole staff and governors in reviewing the School Development Plan achievements are recorded and recognised and areas for development are identified over short, medium and long term periods for all areas.

Assessment, Record Keeping, Reporting, Achievement And Target Setting

Assessment is an integral aspect of the teaching and learning process and forms part of a continuous cycle of curriculum planning and delivery to promote and ensure effective learning for all pupils.

Assessment opportunities are identified in short term planning at relevant times and may be of a formative or summative nature. Whatever the type of assessment, the evidence gained is used to inform the next stage of planning and is, therefore, of use in setting learning targets for cohorts, small groups or individuals.

The Assessment Leader works with core subject leaders and teachers to analyse test results to further improve standards.

There are specific systems identified in the Assessment policy for record keeping, reporting and target setting, each of which has been set up to have a direct effect upon the achievement of the pupils and ensure that effective learning is taking place. We strive to make our whole approach towards assessment relevant, meaningful and manageable with every process taking place for a very clear purpose and directly impacting the children's learning. Further details can be found in the Assessment policy.

Feedback

Feedback to pupils is achieved through a number of means, including discussion, marking and the target setting process. More details of these methods are given in the Feedback and Marking section of the Assessment policy. We aim to help children learn, not to find fault, therefore comments etc. aim to be positive, constructive and linked to the identified learning objectives where appropriate. Where possible, the feedback will occur in the presence of the child, this will not always be appropriate, however, and in such cases work will be marked or discussed soon after the lesson.

Rewards and Celebration of Good Work and Behaviour

We aim to encourage and motivate children so that good work and behaviour is normal procedure. This is achieved through following our school code of conduct as outlined in the Policy for Behaviour and Discipline. We support this by various reward systems such as:

- Praise and recognition from staff.
- Praise and recognition from peers.
- Headteachers award certificates good work or demonstration of our school values over a period of time.
- Mathematician of the Week.
- Written comments in books etc.
- Reward stickers.
- House points.
- Recognition in assemblies.
- Recognition/comments to parents.

Special Educational Needs

We have the following aims regarding children with Special Educational Needs:

- To identify children with difficulties in learning as early as possible.
- To provide a range of intervention opportunities.
- To assess their particular needs and meet these within school resources where possible.

- To enable each child to have access to the full curriculum.
- To set realistic targets which are appropriate for each child.
- To seek parental support and involvement.
- To follow the Code of Practice and Leicestershire guidelines.
- To liaise with other agencies in the best interests of individual children.

Further details can be found in the Policy for Special Educational Needs

Monitoring and Review

Policy Date: January 2020

Review Date: January 2023