

Stamford Bridge Primary School

Teaching and Learning Policy



Policy agreed by staff	October 2018
Policy agreed by Governors	February 2019



Wolds Learning Partnership – A family of schools with shared values



Stamford Bridge Primary School **Teaching and Learning Policy**

Introduction

At Stamford Bridge Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We believe that every child has the right to the best possible education. We work hard to ensure that all pupils, regardless of prior attainment, special educational needs and disabilities (SEND) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to achieve their potential academically, make informed choices and be responsible global citizens. All pupils are provided with high quality teaching and learning opportunities and experiences across the whole curriculum. We believe that teaching and learning is a process that requires close partnership between pupils, staff, governors, parents, carers, outside agencies and members of the wider community.

Objectives

We believe that good teaching and learning should:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Ensure every pupil is given the opportunity to succeed by providing an inclusive education within a culture of high expectations.
- Build on what pupils already know by structuring and pacing teaching so that our pupils know what is to be learnt, how and why.
Evaluate and assess how well our pupils are achieving so that pupils are partners in their learning.
- Recognise that pupils learn best in different ways and use methods and resources that enable them to learn effectively.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Make learning vivid and real and develop our pupils' understanding through enquiry, creativity, the use of new technologies and problem solving.
- Make learning a challenging, worthwhile and enjoyable experience by stimulating learning through matching teaching techniques and strategies to a range of learning styles.
- Provide pupils with the opportunities to develop and apply their learning skills across the curriculum.
- Enable our pupils to become confident, resourceful, enquiring, critical, reflective and independent learners and also have the skills and capacity to work and learn with others.

- Make pupils aware that learning is open-ended and not always just a case of finding one correct answer.
- Give pupils opportunities to demonstrate what they learn and know.
- Develop pupils' self-esteem and self-respect and encourage them to respect the ideas, attitudes, values and feelings of others.
- Have high expectations of all pupils and encourage them to see themselves as lifelong learners.

As a school, we are committed to our mission statement – *'Fun, friendship and learning for life'*.

Philosophy

Through our teaching philosophy, 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.

To encourage all pupils to contribute to lessons, teachers:

- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Congratulating pupils privately or in class.
- Stickers.
- Headteacher award.
- Saying 'well done' to the whole class.
- Team points.
- Writing positive feedback on written work.
- Writing positive comments in a pupil's planner.

Effective Teaching and Learning

Learning is the outcome of effective teaching and support combined with pupils' qualities and attitudes. We believe that effective, purposeful learning will take place when pupils are:

- Feeling safe, secure, happy and confident.
- Showing interest, enjoyment and enthusiasm.
- Showing engagement, application and concentration on the task/activity.
- Acquiring new knowledge or skills in their work, developing ideas and increasing their understanding.
- Involved in the evaluation/marking of their work and the setting of their own targets.
- Developing the skills and capacity to work independently and collaboratively.
- Provided with starting points that reflect their interests and experiences.
- Able to make mistakes and recognise that difficulty usually means that you are learning.
- Made aware of how well they are doing and how they can improve.
- Responding positively to success and showing pride in their achievements.
- Taking increasing responsibility for some aspects of their learning.

- Applying their learning in new contexts.
- Given opportunities to reinforce and extend their learning at home.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving.
- Research.
- Group work.
- Paired work.
- Independent work.
- Whole-class work.
- Asking and answering questions.
- Making choices and expressing preferences and opinions.
- Use of new technologies.
- Fieldwork and visits to places of educational interest.
- Structured play and creative learning experiences.
- Watching clips and responding to musical or recorded material.
- Debates, role-plays and oral presentations.
- Designing and making things.
- Participation in athletic or physical activity.

We encourage children to take responsibility for their own learning and involve them in planning, activities and evaluation process.

Metacognition

As part of our commitment to developing lifelong learning, we have adopted a metacognitive approach across school. This raises pupils' own expectations of how to learn effectively, shifting focus from not just learning but demonstrating key learning behaviours. Adults model their thinking to support the development of cognitive skills. Pupils are taught explicit strategies to plan for, monitor and evaluate their learning. They are as follows:

1. Teachers should acquire the professional understanding and skills of metacognition.
2. Explicitly teach pupils metacognitive strategies which include how to plan, monitor and evaluate their learning.
3. Teachers and support staff model their own thinking.
4. Teachers set tasks that have an appropriate level of challenge and children have the motivation to accept this challenge.
5. Teachers and support staff model metacognitive talk in the classroom.
6. Teachers and support staff explicitly teacher children to effectively manage their learning independently.
7. Teacher and staff are provided with high quality professional development.

Further information relating to metacognition, including planning tools, practical advice and teaching strategies, can be found in the appendix section of this document.

Planning

Planning should take into consideration pupils' prior attainment, their interests and lesson content that inspires and motivates pupils.

All teachers plan at long, medium and short term. Many plans are created collaboratively in staff teams. Where planning is collaborative, class teachers then use these to differentiate from to ensure that learning is effective for all pupils in their class. All staff contribute to and have a copy of the Long Term Plan which is also shared with parents on the school website so they can see the key curriculum targets that their child will be studying.

Long Term

Our long term thematic planning demonstrates a vibrant and exciting curriculum. The children are asked at the end of every school year about what subjects and topics they would like to study during the following year. These ideas are then matched with curriculum to develop new termly or half termly topics. Each year, we aim to have one joint, or similar, topic between Key Stages 1 and 2 to develop cross-site working where possible.

Medium Term

All teachers create medium term planning to develop objectives for learning. Foundation subject medium term planning and science is often shared within a staff team and demonstrates the clear curriculum links to be studied over each term or half term. The format for medium term planning is within the appendix.

For maths, teachers use White Rose Hub medium term plan and resources where appropriate and differentiate for their class within this. English plans are drawn up by individual class teachers as appropriate to their class – there is no formal format that is expected however, there should be a record of which objectives will be covered.

Short Term

The format for short term planning is at the discretion of each teacher, in accordance with their own teaching style and the needs of the children. However, all teachers take account of the following when planning at short term:

- Objectives that will be given to the children.
- Success criteria.
- Main activity/activities.
- Differentiation – clear evidence of differentiation where appropriate to demonstrate personalised learning for different pupils. This should include the provision for four key groups – disadvantaged, SEN, most able and most able and disadvantaged.
- Effective use of adults – additional adults should be used with a range of children and abilities in the classroom unless their contract is linked to a specific child.
- Assessment, including children's self-assessment, that will be used to identify children's next steps. [See Marking and Feedback and Assessment Policies].

Teaching Assistants

Teaching assistants will be provided with planning which will include (as a minimum) the learning objective, success criteria and names of the focus children. If teachers require a TA to prepare resources adequate should be given.

Environment

All areas of our school are organised to facilitate both teaching and learning in a positive, safe, attractive and stimulating manner. We will provide such an environment by:

- Maintaining the quality environment of the buildings and grounds.
- Ensuring that all staff and pupils respect and care for our learning environment and resources.
- Developing well organised, appropriately arranged classrooms and teaching areas with accessible resources where our children feel safe.
- Creating attractive and interactive displays of both pupils' work and teaching materials from a range of subjects/areas of learning.
- Providing provision areas in the foundation stage and Key Stage 1, which result in stimulating and worthwhile tasks/activities linking to learning needs.
- Providing a wide and relevant collection of reading material that focuses on both reading for pleasure and reading enquiry.
- Agreeing classroom routines and rules with our pupils at the beginning of the school year which promote a calm working atmosphere in which learning opportunities can be optimised.
- Displaying and discussing learning objectives and intentions, success criteria, targets and key questions.
- Staff actively fostering positive attitudes and behaviours whilst also celebrating success.
- Providing resources which are appropriate, in good condition and organised in such a way to enable the pupils to be as independent as possible.
- Providing access to computing equipment so that pupils may use modern technologies as an aid to learning.
- Providing information for parents and carers about the curriculum so that they can reinforce, develop and extend learning at home or in other settings.
- Ensuring the safety and well-being of all pupils and staff.

CPD for staff and governors

The school's policies for the continued professional development of staff and governors recognise that staff and governors have an entitlement to relevant and high quality professional development. We value learning as a continual process for adults as well as the children in our care. Professional development opportunities are identified initially through our school development plan and also through our appraisal cycle, observation outcomes and individual need. Courses are evaluated and learning is fed back to the whole staff team to share expertise. See our Continuing Professional Development (CPD) policy for more information.

Roles and responsibilities

The role of governors

The governing body helps shape the vision and direction of the school. Governors are involved in the identification of the school's strengths and weaknesses through both governor meetings and our annual visioning evening. They maintain an up to date

knowledge of work that is completed surrounding these priority areas throughout the school year through regular contact with the school leadership team.

Additionally, our governors:

- Come into school to reflect on teaching strategies to celebrate success and raise questions where appropriate.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes. These include information supplied by subject leaders and headteacher's reports to governors as well as a review of training sessions attended by our staff.

The role of parents/carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- Holding parents' events when appropriate to give information about new educational developments for example the new National Curriculum.
- Sending information at the start of each term in which we outline the topics that the children will be studying during that term.
- Inviting parents and carers to come to meet their class teacher at parents evenings where they have opportunities to celebrate successes and learn the next targets for their child.
- Welcoming parents in to talk to us throughout the school year if they have any concerns or would like to be updated on progress.
- Explaining to parents how they can support their children with homework.
- Sending notes home in planners.
- Updating our class web pages with learning information.
- Using Twitter as a celebration tool for the fantastic work done in school and activities that the children have been involved in.

We believe that parents have the responsibility to support their children and the school in implementing school policies. Our parents are required 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.

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.

Ensure that homework is completed to the best of their child's ability or inform the class teacher if there has been an issue with the level of challenge or home circumstances that have led to homework not being completed.

Promote a positive attitude towards school and learning in general.

Fulfil the requirements set out in the home/school agreement.

The role of the subject leader

Subject leaders will:

- Develop and review curriculum policies in collaboration with colleagues.
- Monitor the progress of children in their given subject.
- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.
- Provide professional advice to the governors' curriculum sub-committee.

The role of teachers

Teachers will:

- Monitor and evaluate their teaching.
- Seek professional dialogue and constructive criticism from their subject.
- Review and evaluate their planning regularly.
- Set appropriate and challenging targets for pupils.
- Collaborate with colleagues to moderate pupil achievement.
- Complete an annual report assessing the progress of their pupils.

Equality

This policy refers to all children, irrespective of age, ability, race, gender or faith. Equality and inclusion are at the core of our beliefs in good teaching and learning. This policy should be read in conjunction with our Equality, SEND and Gifted and Talented Policies.

Monitoring, evaluation and review

The school's policy for monitoring, evaluation and review ensures that we undertake a rigorous programme of self-evaluation. We use the findings of our monitoring, evaluation and review work to build on our strengths and address any weaknesses. Our self-evaluation programme includes the following activities that link to teaching and learning:

- Observing and reporting on teaching and learning in classrooms.
- Reviewing planning, moderating pupils' work and marking.
- Reviewing and updating curriculum policies and planning.

Links to other policies

- Homework policy
- Marking and feedback policy
- Presentation policy
- Monitoring and evaluation policy
- Equality policy