

## **Teaching and Learning Policy**

### **Aims of the Policy**

The aims of our Teaching and Learning policy are as follows:

- To ensure the highest standards of teaching across the school, to enable children to learn most effectively.
- To take account of individual needs and children's stages of development and build on knowledge and experience within a context of equality of opportunity for all regardless of class, race, creed, gender or ability.
- To have a consistent approach to classroom management and organisations.
- To provide a positive and stimulating work environment for all users of the school.
- To equip children with the skills to become enthusiastic and independent learners.
- To help children develop skills, knowledge and concepts relevant to everyday life.
- To ensure effective planning, delivery and evaluation of the curriculum throughout the school.
- To provide a curriculum that takes into account the diversity of interests of children attending St Paul's Peel CE Primary School and recognises the knowledge and experiences that children bring to the school.

### **Expectations of Teaching & Learning**

At St Paul's Peel we expect teachers:

- be a positive role model;
- ensure that learning is progressive and continuous;
- provide a challenging and stimulating programme of study to all children in their care;
- recognise and plan for the individual needs of each child, with support where appropriate;
- uphold professional standards, including being punctual, well prepared and organised.
- manage change and the development of their own professional expertise.

- maintain an up-to-date knowledge of the National Curriculum and educational developments, including Early Years.
- work collaboratively and share expertise.
- attend school regularly and be punctual for lessons.
- take increasing responsibility for their own learning.
- contribute and enjoy a positive attitude towards school life.

At St Paul's Peel we expect parents and carers to:

- ensure their children attend school regularly, arrive on time and are in good health.
- notify the school immediately of the reasons for any absences.
- participate in discussions concerning their child's progress and attainment.
- be aware of and support the school's behaviour policy.
- support the teaching and learning in school by offering encouragement and praise to their children, supporting them at home by working on areas identified with the class teacher, such as hearing them read, helping them to learn spellings and maths tables, and understand the importance of homework.

At St Paul's Peel we expect all members of the school community to:

- support a positive school environment.
- work as a team, motivating, supporting and encouraging each other.
- offer equal opportunities in all aspects of school life.
- provide an environment in which everyone can feel safe, secure and valued and have high expectations of behaviour.
- promote positive relationships and a sense of belonging to the whole school community.

### **Approaches to Teaching & Learning**

We use a variety of strategies to encourage children to work to the fullest potential.

These include:

- questioning
- explaining
- instructing
- observing
- assessing
- encouraging & praising
- target setting
- diagnosing
- recording
- listening
- giving feedback
- marking work
- encouraging collaboration and co-operation

Classes are organised in a variety of ways to allow children to work individually, in small groups, or contributing to whole class activities. Children are encouraged to work collaboratively, co-operatively and independently. Teachers provide children with activities designed to be interesting and challenging, which will introduce them to new concepts and consolidate previous skills and knowledge. The types of activity may include:

- practical investigations and experiments
- creative activities
- open-ended investigations
- predicting outcomes
- The Literacy Strategy
- The Numeracy Strategy
- Physical development activities
- PSHE activities

Children's progress is evaluated on an ongoing basis. The ways we do this include:

- Baseline assessment at the beginning of the child's school career
- Regular teacher assessments and samples of work
- Marking of children's work
- Reports to parents
- Target setting and review of targets
- Standard Attainment Tests (SATs)
- Ongoing verbal feedback

## **Planning**

In order for children to have an effective learning experience, each lesson must be well-planned. At St Paul's Peel, we use long-term, medium-term and short-term planning to cover all that will be taught within the classroom.

- Long-term plans will set out the subjects and topics that will be covered over the whole school year for each year group.
- Medium term plans are produced setting out in more detail the work to be covered over a term or half-term period.
- Teachers will then produce weekly plans setting out exactly what work is to be done each day. These will include clear learning objectives, descriptions of the activity and how the work will be assessed. Plans are regularly checked to ensure that they allow for continuity and progression throughout the school.

## **High Quality Lessons**

We have identified the main factors that contribute to effective teaching and learning in the classroom.

### **Before the lesson, the teacher will have:**

- relevant knowledge of the subject.
- planned activities that take account of the needs of each individual child.
- identified the aims and intended learning outcomes of the lesson.

- the relevant resources available and accessible.
- planned the use of the teacher role.
- planned the use of other adult roles.

**During the lesson, the teacher will:**

- give clear information and explanations to the children.
- tell the children the aims of the lesson and how these relate to previous and future learning.
- ensure that the children know what is expected of them, both in terms of work and behaviour.
- inform the children about the way they will work – whether in groups or alone, silently or in discussion, what resources they will use etc.
- interact effectively with the children.
- act positively and with appropriate humour.
- have an awareness of the whole class.
- manage the children well, using clear and orderly routines with consistency, so as to achieve high standards of discipline.
- match work accurately to the children's abilities.
- develop children's language and social skills.
- give appropriate opportunities for the children to extend their learning.
- take steps to motivate and inspire the children.
- evaluate and assess the lesson as it progresses.

**After the lesson, the teacher will:**

- assess the lesson in light of what happened.
- evaluate the teaching and learning that took place, and make any necessary changes to future planning that might be appropriate.
- mark work consistently and appropriately, depending on the work done.

- give verbal feedback and praise and written feedback where appropriate.

### **High Quality Teaching**

When the quality of teaching is good, the following will be observed:

- well informed, planned and organised lessons.
- good knowledge of the subject being taught.
- clear learning outcomes, of which pupils are aware.
- high expectations of work and behaviour.
- differentiated activities with appropriate resources.
- good relationships between the teacher and children.
- tasks which are challenging and give opportunities for further development.
- appropriate questioning skills to motivate and inspire children.
- good time management leading to well-paced lessons.
- other adult support being appropriately deployed.
- evidence of evaluation and assessment.

### **High Quality Learning**

When the quality of learning is good, the following will be observed:

- children on task, knowing the time available to complete work
- children able to explain the purpose of their task.
- children involved in the decision making and learning process.
- children displaying positive attitudes, e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application;
- quality outcomes in the work produced.
- evaluations and positive feedback.
- a safe, stimulating and comfortable work environment.

- acknowledgement of different approaches, including trial and error and learning from each other.

## **Classroom Routines**

The following are features of a well organised classroom:

- The classroom has consistent routines, which children are aware of, including such rituals as the taking off and putting on coats, storage of bags and lunchboxes etc.
- Entry and exit routes and routines to and from the classroom to outside areas, including the hall and playgrounds are well known to the children and used appropriately and consistently.

Classroom routines contd....

- Class rules are discussed, agreed and displayed, based on the school's behaviour policy.
- Clear rewards and sanctions are consistently applied.
- Children are informed about the timetable for the day, especially when there is a change to normal routines.
- Routines are in place for the start and end of lessons and activities, to maximise learning time.
- The classroom clock is set correctly and used by teachers and children to monitor the use of their own time, punctuality and pace of lessons.
- Children are clear about how to attract the teacher's attention.
- Routines for retrieving, using and clearing away resources are followed.

## **Resources**

A ready supply of appropriate resources are vital to teaching and learning. Each classroom should have:

- sufficient resources, readily available and easily retrievable without disruption, in order for the planned lessons to take place efficiently and effectively.
- good quality, appropriate resources, relevant to the age group being taught and for the planned lesson.

- clearly labelled storage units for resources, specific to a subject and legible to the children.
- an attractive and well-resourced book corner and clean and tidy art area.
- a working computer.
- clearly displayed timetable/planning, accessible to supply teachers. Resources should be stored tidily, and children should be trained in their retrieval and putting away and their use.

## **Displays**

Displays are an important part of the well-organised classroom

A good classroom has:

- adequate space for both 2D and 3D displays.
- a variety of work on display, reflecting the different curriculum areas.
- displays that are up to date and relevant to the work at hand.
- displays that are self-explanatory and informative, with clear, well-written labels.
- lively interactive and attractive displays with co-ordinated backing paper and fabrics.
- displays that reflect the diversity of ethnic background in our school.

Children will understand the importance of display and value displays within the school. All children will have the opportunity to have their work displayed over time.

All work displayed will be of the highest quality and irrespective of ability.

## **Furniture**

Furniture will be clean, undamaged and of good quality and be:

- of the appropriate size for the children using the classroom.
- of the appropriate type for the needs of the children and their planned learning.
- organised to maximise the use of space within the classroom.
- able to support storage and display within the classroom.

- organised to facilitate the teaching style(s) being used in the lesson (e.g. whole class, small groups).

In addition, each class will have a clock showing the correct time and synchronised, appropriately positioned for use by the children.

### **Pupils with Special Educational Needs**

The class teacher is responsible for ensuring that work is suitably differentiated.

Children may be withdrawn for extra support, or receive support in the classroom.

### **Classroom Observations**

Work in the classroom is observed on a regular basis. The teacher will have the opportunity to discuss her/his professional needs as a teacher with the relevant people

The aims of these observations are to:

- promote the effectiveness of the teacher in the classroom.
- support the teacher's professional development.
- inform the senior management team of practice, enabling them to address issues relating to expectations, continuity, progression, policy and practice.
- allow time for reflection on personal practice.

### **Celebrating Achievement**

At St Paul's Peel we believe in celebrating achievement of all children. We do this through;

- displays in classrooms and around the school.
- performance of children's work.
- encouraging children to draft and redraft work in order to raise standards.
- school assemblies and special events.
- stickers, certificates and other rewards for high achievement in work, effort or behaviour;

- praise and encouragement.
- informing and involving parents in the good work their children do.

### **Reporting to Governors**

It is essential that Governors are informed about the effectiveness of the Teaching and Learning Policy and how it impacts upon raising standards. The Headteacher will be responsible for reporting such information to the Governing Body on a regular basis.