



Teaching and Learning Policy

Amendments made since last review July 2021 review, no changes made July 2024 review, no changes made	
Policy agreed / reviewed 16 th July 2024	Next review due Summer 2027
Signed on behalf of the Governing Body	Signed by headteacher

Rationale

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum, Religious Education and Collective Worship. Teaching and learning is planned for with regard to the content, context, pedagogy and management of the learning experience. We are aware that children learn in different ways and that information is acquired through three of our five senses; seeing, hearing and doing (Visual, Auditory and Kinesthetic) All children have a preferred learning style but will utilise all three to some extent.

This policy should be read in conjunction with our Pupil Equality, Equity, Diversity and Inclusion Policy.

Teaching is

- a complex process
- the overall development of the whole child (physical, social, cognitive, emotional, spiritual)
- the planned provision for the development of all children
- the use of a variety of techniques, contexts, environments and strategies
- helping individual children to fulfil their potential

Learning is

- a never-ending process that involves social interaction
- influenced by previous knowledge and experiences
- the acquisition and application of knowledge, understanding, attitudes and values
- knowing what to do when you do not know what to do

Purposes

- To provide practical guidance towards quality teaching and effective learning
- To provide continuity and consistency in our work
- To enhance the quality of all children's learning and raise their standards of achievement
- To encourage pupils to develop a responsible and independent attitude towards work and towards their roles in society.
- To encourage pupils to achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.
- To ensure pupils take responsibility for their own learning
- To provide realistic information to parents about their children's abilities and offer encouragement and praise
- To ensure early contact with parents concerning matters which affect a child's happiness, learning and behaviour

Guidance for teaching and learning

Homework

Homework is set throughout the school from Reception to Year 6.

It is seen as a link between work done in school and a way of reviewing topics taught.

FS 2 - Reading, Key words, English and Maths based activities as appropriate

KS1 – Reading, Spelling and half termly Rainbow homework combining English, Maths and other topics.

KS 2 – Reading, Spelling and Adventure tasks based on English, Maths and other topics. Additional homework may be given at any time to reinforce a topic and to extend learning through, independent work, research, investigations etc. Further practice in basic skills such as handwriting may be set at the discretion of teachers after discussion with parents.

Celebrating achievements / Display

Display in school is used to create an attractive and stimulating environment, they can be celebratory or learning displays.

Each child will have work displayed at stages throughout the year.

Sustained effort including drafting and reworking is encouraged to produce a high standard of work for display.

School events such as concerts, performances and sport are seen as opportunities for children to demonstrate their own best performance.

Children have rewards for quality work and effort. These take the form of certificates given weekly in assembly, house points, class certificates, stickers and praise letters home.

Subject leaders and their role with teaching and learning. They:

Provide policies for their subjects

Support colleagues in the planning and teaching of subjects

Monitor progress in subjects and advise the SLT on action needs

Organise for the purchase and organisation of central resources for subjects

Produce a subject development plan highlighting ways to take subjects forward.

Marking and Assessment

Feedback to pupils about their own progress is achieved through the marking of written work, discussion with pupils, self-assessment and test results. Marking and Assessment of pupil work is done effectively when the child is involved in the process throughout and it is used to inform future planning in order to extend children's learning.

Strategies for the Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that:

There is a range of appropriate, accessible and labelled resources available, from which pupils can select materials suitable to the task set

All children know where resources are kept and the rules about their access and use

All pupils know what 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 a welcoming, attractive and well-organised environment, engendering respect, care and value for all resources

Central resources

These are generally the role of the quality teams / Key Stage leaders who have a budget to purchase resources to allow staff to effectively deliver the curriculum.

General stationery resources are the responsibility of the Key Stage leaders

It is the responsibility of staff using central resources to return them to the correct place immediately after use so that other staff may use them.

Time as a resource

Time is a valued resource. To maximise it's use:

In the Foundation Stage, time is tightly organised by the teachers

As children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time i.e. meeting deadlines

Ensuring that tasks are made specific and clearly defined reduces time wasting

All lessons will start promptly and children will know routines for entering a classroom and sitting down ready to work

All children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

The following lists provide information about how children learn best and what we, as staff, do to ensure that all children learn in the best way possible.

Things that help children to learn:

- Careful listening
- Good equipment, tools, books, computers and displays
- Working together and talking to each other
- Rules for behaviour
- A welcoming classroom with a warm atmosphere
- School trips and visiting speakers
- Thinking and concentrating
- Lists to help and remind
- Having a go by themselves and not giving up
- Looking back over old work to see how they could have done better.
- Encouragement by the teacher
- Taking care with and having pride in their work
- Parents and carers reading with them and talking about their school day
- When they understand their work and what they have to do
- Self-confidence
- Extra help to understand or a push to make the most of ability
- When they are happy and enjoying school
- Fun work
- Enough room to work in
- A range of different activities
- Taking part and being involved
- Researching, investigating, experimenting
- Drama
- Asking questions
- Having rights and responsibilities
- When the work gradually gets harder
- Not having to rush their work
- When they are not interrupted
- Clear explanations
- When the teacher teaches them and they don't just have to get on with the book or worksheets
- Going to school every day

Things that stop children learning:

- Too much noise in the classroom
- Daydreaming and not concentrating
- Chattering when they should be working
- Cheating, copying
- Being silly and not behaving properly
- Distractions
- Not listening properly
- When they don't say that they didn't understand
- Rushing their work
- Not learning their spellings and tables
- Wandering around
- When worried after playtimes
- Being teased or laughed at
- Equipment that doesn't work properly
- Feeling ill, hot, tired, hungry
- When they are sad about things at home
- Boredom
- When their teacher gets angry and shouts
- When their work hasn't been explained properly
- Doing the same sort of work every day
- People calling out and shouting
- People talking when the teacher is teaching
- Their friends asking them for help too much
- Having the wrong attitude
- When the work is too hard
- Pressure
- No self-confidence
- Not completing homework regularly
- Lack of space
- Confusing instructions
- When their table try to get them to do something their way and they don't want to
- Not knowing where all the apparatus is or being able to reach it

We believe children learn best when the following are in place.

They are happy and secure therefore we, as staff, must:

- provide positive, enthusiastic role models
- be consistent and fair
- be approachable, reassuring, supportive
- be prepared to say 'sorry', or 'I don't know'
- foster and maintain positive attitudes
- value them as individuals
- be aware of individual needs, interests and abilities
- balance high expectations with achievable targets
- match learning to ability and needs
- listen and respond to their viewpoints
- value efforts and achievements
- praise and reward them appropriately
- be constructive and diagnostic in our comments
- enable them to feel unafraid, to have a go, to take risks, to ask for help ensure that they experience success
- enable them to realise that mistakes are a positive learning experience
- establish and maintain clear guidelines, boundaries and expectations of behaviour

- involve them in creating rules and contracts
- ensure they understand the learning expectations
- establish and standardise organisational routines and procedures
- give every child access to the full life of the school
- ensure a safe, orderly and supportive environment
- foster a sense of belonging to their class and to the school
- promote respect and positive attitudes about themselves, others and their environment
- be alert to significant changes of behaviour
- maintain effective links between home and school
- develop their trust in each other and trust them with responsibilities
- encourage them to appreciate differences and differing opinions
- ensure that our school is a place they want to come to

When their work is planned appropriately, therefore we must:

- recognise that all planning is to raise children's achievements
- continue to develop our whole school planning policy
- ensure our long-term plans address balance, breadth and coverage of the national curriculum
- ensure that short-term plans address the issues of differentiation such as pace, groupings, extension, support and resources
- ensure that all levels of planning relate to one another
- base all planning on the evaluation and assessment of previous learning
- plan regular opportunities for observations and focused assessment
- use a range of assessment techniques including formal and informal (observations, SATs questions, marking tests, discussion)
- analyse assessment results to determine patterns that may inform teaching
- involve the children in planning, reviewing and assessing their own work
- plan time for review, revisiting, revision, practice
- ensure that our planning is rigorous but flexible enough to respond to the unexpected
- record all significant and relevant assessment results and use them to inform the next level of planning, the next class, parents, the next school
- continue to inform parents of forthcoming topics
- inform and involve LSAs in planning
- ensure that all adults and children are aware of the intentions and expectations
- plan for specific learning intentions in terms of knowledge, skills and understanding
- determine all activities based on learning intentions and resource them accordingly
- determine learning outcomes in order to support their assessment
- ensure a balance of the type of activities the children experience
- ensure that the number of activities and groups at any one time is manageable
- plan to use a range of teaching techniques, strategies and contexts appropriately
- ensure that most of our time is involved in focused teaching or assessment, rather than in supervising routines or activities
- plan for the most effective deployment of all adults involved
- consider the individual needs, interests, abilities and learning styles of the children
- have high expectations of all children and plan achievable, realistic, challenges and goals
- ensure that what is planned is achievable within the time
- consider carefully when to withdraw or integrate children requiring additional support
- continue to review and develop all aspects of our planning

When a variety of teaching techniques, strategies and contexts are used appropriately, therefore we must:

- draw from a range of teaching techniques that include telling, explaining, demonstrating, illustrating, modelling, questioning, challenging, intervening, interacting, discussing

- ensure a balance in the use of techniques
- ensure that the chosen technique is fit for the purpose in terms of the task and the children
- be aware of different learning styles
- provide a variety of learning
- contexts and ensure their balanced provision
- ask thought provoking questions
- use investigations and experiments to promote independent thinking and learning
- ensure practical, creative, construction work
- teach and enable them to apply research, reference, draft and editing skills
- provide short, fast tasks, and those that require a more sustained commitment
- ensure opportunities to work on their own and in groups
- expect them to pose hypotheses, ask questions and find answers, make reasonable predictions and sensible estimations
- provide a balance of grouping strategies including whole class, large and small groups, pairs and individuals
- use a range of groupings including ability, mixed-ability, gender, mixed-gender, age, interest, friendship and social
- be flexible in the formation of groups
- be aware of the differences between children merely sitting in groups and doing individual work; sitting in groups and co-operating during individual work; working collaboratively towards a common outcome
- use a range of intervention strategies such as encouragement, enabling, clarification, focusing, redirecting, informing, reviewing, exploration, probing, assisting

When they understand, therefore we must:

- explain clearly and in appropriate vocabulary
- be prepared to repeat explanations in different ways
- encourage children to say whether or not they understand
- be clear in our understanding of the knowledge or skills to be taught
- use a variety of teaching techniques and strategies appropriately
- explain clearly the purpose of the task and its links to other activities, the topic and the real world
- structure and sequence the learning intentions and activities
- outline the expectations, outcomes and deadlines for tasks
- provide practical, hands on experience
- encourage them to explain their own work, to teach others, to talk about what they know
- ask them to make predictions, elaboration's, generalisations
- know them well and match work to ability
- ensure provision for differentiation within tasks
- question them and encourage them to ask questions
- ensure that relevant resources are available and accessible
- provide a range of self-help strategies
- provide additional support in terms of people or time
- provide opportunities for practice, revision, re-visiting, application, consolidation
- assess and evaluate at regular intervals
- base new learning on previous experiences and understanding
- encourage them to change their minds and learn by experience
- involve the children in a review of their own work
- encourage the extension of the learning into the home
- plan opportunities to enable them to apply their skills to other contexts
- if the teaching has required thoughtful responses, give the children thinking time

When they are actively involved, therefore we must:

- convey our expectations that they too have a responsibility in their learning
- ensure that tasks and activities meet individual needs
- provide opportunities for child-initiated tasks
- provide opportunities for children to question and teacher to listen
- enable them to plan, take action and review aspects of their own work
- involve them in setting their own targets
- ask them to present their findings in a variety of ways
- expect them to suggest ideas and follow them through
- give them specific responsibilities and expect them to be fulfilled
- expect them to take responsibility for their own actions
- encourage their initiative and interests within and beyond school
- incorporate their interests whenever practical or relevant
- engage their imagination and curiosity
- provide stimulating starting points, resources and environments
- include artefacts and resources
- plan opportunities for group work, collaborative tasks, practical investigations, drama and role-play
- show our own enthusiasm and excitement in the learning experiences
- ensure that resources are available and accessible
- praise children for having made appropriate decisions, independently
- develop their sense of pride and achievement
- help them to manage their own time in meeting deadlines and expectations
- allow them to draw upon their own knowledge and skills and those of others
- engage them in active learning as quickly as possible at the start of each session
- develop their questioning skills
- teach them how to read to learn as well as learn to read
- encourage their involvement in whole school events such as clubs

When their environment is conducive to learning, therefore we must:

- create a safe, orderly, purposeful environment throughout the school
- ensure that the school attractive, welcoming and well maintained
- ensure the physical comfort and safety of each room in terms of heat, light, ventilation, hygiene, appropriate size of furniture and adequate work surfaces
- be flexible in the organisation of furniture to respond to varied teaching strategies
- ensure ease of access and movement around the room
- expect children to take responsibility for resources, their work space and the whole classroom
- ensure resources have a specific place and that they are labelled, available and accessible to the children
- regularly check and maintain resources
- ensure that the classroom is resourced for the current learning
- the children in the creation and maintenance of their environment
- standardise routines and organisational procedures throughout the school
- establish guidelines and boundaries about expected behaviour
- ensure that these are known, understood and implemented by the children
- draw upon a wide range of environments within the school, home, local community and further, contrasting localities
- ensure that displays and resources reflect the cultural diversity of society
- provide a variety of different types of display including process, product, interactive, celebratory, informative, tactile, starting point, 2D, 3D
- create displays that reflect and support the current learning
- create and maintain displays of a consistently high standard
- set high standards for work to be displayed
- ensure that every child's work is represented on display at some time

- involve the children in creating a display
- ensure that subjects other than art are displayed

When there are positive links between the school, home and community, therefore we must:

- be welcoming and approachable to all our visitors
- provide informal and formal opportunities for parents to have reasonable access to the school
- ensure appointed opportunities to discuss children's progress
- involve parents in their child's development as and when necessary
- communicate the progress and achievement of the children
- listen to the interests, concerns and views of the parents
- ask parents to inform us of significant changes that may impact on their child in school
- keep parents informed about the school
- invite parents and members of the community to events, celebrations, performances
- continue to inform parents of the intended learning
- maintain and develop visits to the local community and invite visitors into school
- encourage parents to support homework and to extend the children's learning to the home environment
- expect children to contribute to and learn from the community
- encourage active parental support in the classroom
- continue to support the responsibilities of the governors
- maintain our links and activities with other local schools and organisations
- establish effective liaison at all points of transfer
- provide clear, comprehensive records to inform the next school, parents and external professional agencies

When the whole team works and develops together, therefore we must:

- regard Longton Lane Primary School as a learning organisation for all
- recognise and value the different roles and responsibilities of all members of the staff and ensure that children and parents do the same
- plan time to communicate between all adults involved in the class
- provide timetables, information, guidelines, minutes of meetings when appropriate
- plan, review and evaluate together
- refer to co-ordinators for support and advice
- draw upon the expertise and talents of each other
- recognise the contributions of all members of the staff
- make decisions after whole-team consultations
- ensure regular and effective liaison between KS1 and KS2
- listen to and value each other's opinions
- be a critical friend to each other with positive, constructive, support
- continue to involve all members of the school in the process of school development planning
- appraise and identify individual needs as well as the needs of the school
- ensure relevant training opportunities and courses
- provide feedback from courses
- ensure that the whole team is aware of all policies and decisions and that these are applied consistently
- support the work and social activities of our PTFA