

LITTLETOWN PRIMARY ACADEMY and NURSERY
'Together, we can make a difference'

Teaching and Learning Policy

Introduction

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective, safe and well-managed learning environment in which the individual needs of each child can be met.

At Littletown Primary Academy we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

Through our teaching we aim to:

- Remove all barriers to aspiration and achievement
- Offer a wide range of opportunities for all
- Develop pride and respect towards self, others and the environment
- Develop independent and creative thinkers who enjoy learning
- Develop resilience and perseverance
- Create an ethos that is safe, caring, happy, supportive and welcoming
- Have a strong partnership with parents, carers and communities

Children should have the opportunity to:

- Succeed
- Feel safe and valued; have the confidence to question
- Develop and extend their learning
- Develop their strengths and improve their weaker skills
- Learn actively and independently
- Be supported and led when required
- Be challenged
- Explore, practise, improve
- Access and choose their own resources
- Have enough space to work freely
- Collaborate with others and learn from each other
- Celebrate successes
- Have fun!

Effective learning

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment, both indoors and outdoors, that allows children to develop their skills and abilities to their full potential. We believe that successful learning takes place in an environment that is:

- Safe, both physically and in terms of relationships
- Controlled and well organised with familiar routines
- Fit for purpose
- Multi-sensory
- Stimulating
- A community of learners
- Positive
- Inspiring

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning styles.

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

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching media, responding to musical and tape-recorded material
- designing and making things
- participation in athletic or physical activity
- after school clubs
- guest visitors and performers

Outdoor learning, in our outdoor learning area or beyond, will be planned weekly for the foundation stage and once every half term for key stages one and two, with a focus on problem solving and team building.

It is expected that of-site visits or on-site experiences led by external organisations, will take place on a termly basis.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school long term curriculum plan to guide our teaching. This sets out the details of what is to be taught to each year group. Any changes to this must be approved by the leadership team and subject/ team leader. We have developed a creative curriculum, based on skills. Where appropriate, links are made across subjects. In the Nursery and Reception, teachers plan from the Early Years Foundation Stage.

Agreed guidelines are set down for every curriculum subject and these must be adhered to, as appendices to this policy.

For teaching to be effective there should be good planning that includes:

- Learning objective (s)
- Differentiated success criteria
- Context of lesson/ prior learning
- Key questions/ technical vocabulary
- Differentiation by outcome, support, task
- Role and deployment of support staff
- Resources
- Assessment opportunities
- SMSC opportunities
- Timings
- Next steps
- Annotations following lesson

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons.

Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify learning and teaching as appropriate for children with disabilities. We seek to extend learning opportunities for children who have a particular gift or talent.

We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In years one to six, teachers use School Pupil Tracker Online to keep ongoing records in core subjects to plan for future teaching and to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year and to inform parents.

We plan our lessons with clear learning objectives that are shared with the children. We take these objectives from the National Curriculum and the National Literacy and Numeracy Frameworks.

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.

We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed using EVOLVE, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. Teaching Assistants should not be working solely with lower ability groups, but should be working across the full range of abilities so that all children get individual/ small group time with the teacher on a very regular basis.

Teaching Assistants may be involved in some planning and assessing of children's work. However, the teacher will be accountable for outcomes so should take overall responsibility for the work that takes place in TA groups.

Other adult helpers should be deployed by the class teacher, who will be responsible for ensuring that these adults are supported to carry out the tasks they are given safely and effectively and that they follow school policy in all that they do. All volunteers must be CRB checked before working unsupervised with any children and be familiar with the main school policies (induction pack).

We strive to make sure our classrooms are attractive learning environments.

Our displays will:

- Support, revise and extend learning
- Celebrate and value children's work
- Prompt ideas
- Remind children of key facts and vocabulary
- Contribute to SMSC (WOW windows)
- Help with self/ peer and class assessments and targets

Displays are changed at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy, including 'Working Walls'. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school.

When evaluating teaching and learning in school, we have agreed to consider:

- Classroom observations
- Learning Walk observations
- Scrutiny of pupils' work.
- Data for progress and attainment
- Sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- Displays of work throughout school and discussions about quality
- Internal moderation of pupils' work.
- Discussions/ conferencing with pupils

The Teaching and Learning Day

All children will take part in daily physical activity, in addition to their curriculum PE. In Key Stage 2, this is 10 minutes after morning registration and in the Early Years, 10 minutes during afternoon play.

A daily story reading session will be included; this will usually be at the end of the day.

All children will attend a daily act of collective worship or reflection; however children may be withdrawn at times for weekly intervention work.

Role of the Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- 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

Role of the Parents/Guardians

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

- Holding parents' evenings to discuss children's progress.
- Providing an annual report for parents in which we explain the progress made by each child and indicate how the child can be improved further.
- Giving parents information and training to help them support their children.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school for partaking in activities.
- 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.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/school agreement.

Monitoring and evaluation

Staff development needs will be identified in line with this policy and the Performance Management Policy. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observations
- Scrutiny of pupils' work
- Monitoring data for progress and attainment
- Internal moderation of pupils' work
- Pupil conferencing

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from any kind of intimidation and harassment to achieve their potential.

Review

March 2015