

# WHITEFIELD PRIMARY SCHOOL

## Teaching and Learning Policy



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# WHITEFIELD PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them for the transition through each key stage and for secondary education, to make a mature and critical contribution to society as an adult.

The most important role of teaching is to raise pupil achievement. It is also important in promoting their spiritual, moral, social and cultural development. We understand “teaching” includes teacher’s planning and implementing learning activities across the whole curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as support and intervention.

We believe that the following key statements define high quality teaching:

- To demonstrate high expectations, enthuse, engage and motivate pupils so that they learn and make progress
- To ensure that we have a clear picture of our pupils’ knowledge, skills and their level of understanding.
- To understand and be sensitive to the context and individual needs of vulnerable pupils through the cohort analysis and to use this knowledge to deliver enriched and appropriate learning experiences which remove barriers to learning.
- To talk regularly with learners about their learning and to listen to them.
- To help pupils to learn to read and develop their skills in writing, communication and mathematics.
- To provide pupils with clear steps to success in lessons.
- To set challenging tasks.
- To use high quality questioning and discussion to promote learning. using a variety of learning techniques e.g. reciprocal reading
- Teachers use their expertise to deepen pupils’ knowledge and understanding and teach them the skills needed to learn for themselves.
- To ensure all support and intervention challenges the individual pupil, including those with disabilities or special educational needs.
- To reflect on our practice and challenge our own thinking and be at the cutting edge of current educational practice.
- To assess pupils’ progress, provide them with constructive, frequent, detailed and accurate feedback.

- To organise our classroom activities to encourage children to become successful and independent learners through understanding how they learn.
- To use technology to facilitate learning

We believe high quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment progress, achievement and the standards they reach.

We understand these terms to mean:

- **Response:** what children say about their learning and their lessons, their level of engagement and participation
- **Attainment:** the level children reach at a particular point in time
- **Standards:** the expected standard at a particular point in time
- **Progress:** The educational journey of an individual pupil from starting point to now.

## Aims

- To maximise children's learning potential.
- To promote high quality effective teaching.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.

## Procedure

<b>Role of the Governing Body</b>	<ul style="list-style-type: none"> <li>• The Governing Body has:             <ul style="list-style-type: none"> <li>▪ nominated the curriculum and staffing sub group to liaise with the Senior Leadership Team and to report back to the Governing Body.</li> </ul> </li> </ul>
<b>Role of the Headteacher</b>	<ul style="list-style-type: none"> <li>• The main role of the Head teacher will be to:             <ul style="list-style-type: none"> <li>▪ monitor teaching and learning across the school, following the guidelines of the whole school monitoring policy and the current OFSTED schedule;</li> <li>▪ report to the Governing Body about teaching and learning in the school.</li> </ul> </li> </ul>
<b>Role of the Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>• The Senior Leadership Team will:             <ul style="list-style-type: none"> <li>▪ lead the development of key skills throughout the school;</li> <li>▪ provide guidance and support to all staff;</li> <li>▪ keep up to date with new developments and resources;</li> <li>▪ monitor planning when appropriate, talk to pupils</li> </ul> </li> </ul>

	<p>about their learning, scrutinise books and observe lessons, as appropriate;</p> <ul style="list-style-type: none"> <li>▪ monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;</li> <li>▪ report to the GB, as required</li> </ul>
<b>Role of Subject Coordinators</b>	<ul style="list-style-type: none"> <li>• Subject coordinators will: <ul style="list-style-type: none"> <li>▪ monitor and evaluate the quality of learning for their subject;</li> <li>▪ report the main findings of monitoring to teaching staff, the headteacher and Governing Body;</li> <li>▪ Keep up to date with developments in their field and implement current practice;</li> <li>▪ English, Mathematics, Inclusion and Early Years co-ordinators will monitor progress across school. In addition there will be a detailed set of performance information every term.</li> </ul> </li> </ul>
<b>Role of Class Teachers And PPA covering staff</b>	<ul style="list-style-type: none"> <li>• All teachers, including those covering PPA will adhere to the teaching and learning policy, the behaviour for Learning policy and the Marking and Feedback policy.</li> <li>• All staff will provide assessment information in a timely manner as requested by the assessment co-ordinator. All staff are responsible for the accurate recording of information.</li> <li>• All staff will involve parents in their child's learning</li> </ul>
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• Teachers will plan and deliver lessons which are high quality, interactive, engaging and of a good pace.</li> <li>• The structure of the lesson is defined by the teacher to maximise learning opportunities. It should include opportunities to review learning, set objectives and allow children to reflect on marking when appropriate. Lessons may include whole class, guided and plenary sessions. They should use a range of learning techniques and set out clear steps to success.</li> <li>• In all lessons the teacher is responsible for the appropriate deployment and management of support staff. It is the teacher's responsibility to ensure support staff have appropriate knowledge of the lesson.</li> </ul> <p>In all lessons there should be:</p> <ul style="list-style-type: none"> <li>• Multi-sensory prompts (objects, artefacts, music, film etc) there should always be a stimulus to learning. Children are not asked to learn without stimulus. There is no over reliance on worksheets.</li> <li>• Use of talk partners, group discussion, language</li> </ul>

	<p>prompts</p> <ul style="list-style-type: none"> <li>• Effective questioning and open questions</li> <li>• Effective use of the working walls</li> <li>• Teacher talk and exposition as appropriate but this should not be prolonged. There are no lessons where a teacher keeps the children on the carpet for too long or teaches for prolonged periods at the board or interactive screen. The lesson moves on at a pace and there are no examples of extended silent reading.</li> </ul> <p>The monitoring policy outlines areas which could be focused upon in lessons:</p> <ul style="list-style-type: none"> <li>• Challenge, differentiation, expectation and pitch.</li> <li>• Teacher methods</li> <li>• Use of resources, including other adults and classroom organisation</li> <li>• Effectiveness of assessment, including feedback</li> <li>• Teacher and Learner questioning</li> <li>• Classroom management, including behaviour management</li> <li>• Adults' subject knowledge</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Children will work in books appropriate for their age or stage of learning.</li> <li>• Books will be marked in accordance with the feedback and marking policy.</li> <li>• Presentation of childrens' work in books should be of a high standard and age appropriate.</li> </ul>
<p><b>The learning challenge curriculum</b></p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Include a Whitefield "wow" factor for every new topic. This can be a visit, trip, a visitor in school or other appropriate activity. This must be achieved within 2 weeks of a new topic.</li> <li>• Plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time. This can be achieved through the long term curriculum map.</li> <li>• Ascertain the current knowledge of pupils and maintain a working wall of the learning challenge curriculum including the questions children want to address.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maintain a Learning challenge book for each child which reflects the work the children are doing. The book should have a range of examples of work for a topic, should not be over reliant on work sheets and should be marked in line with the feedback and marking policy.</li> </ul>
<p><b>The Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• We believe the learning environment makes a significant contribution to the quality of education provided.</li> <li>• We have created a learning environment that has been adapted for accelerated Learning in which: <ul style="list-style-type: none"> <li><b>We create a secure and homely environment</b> <ul style="list-style-type: none"> <li>▪ Spaces support vulnerable pupils;</li> <li>▪ space is used effectively;</li> <li>▪ layout accommodates movement;</li> <li>▪ resources are clearly labelled and accessible;</li> <li>▪ learning walls reflect current learning and are used as a learning tool in lessons;</li> <li>▪ pupil's work is on display;</li> <li>▪ the environment offers challenge and opportunity for further learning;</li> <li>▪ the needs of the children are catered for;</li> <li>▪ resources are well maintained;</li> <li>▪ children are encouraged to be creative independent learners and thinkers.</li> <li>▪ technology is used to enhance the learning environment</li> </ul> </li> </ul> </li> </ul> <p>Teachers need to ensure that in each classroom there is:</p> <ul style="list-style-type: none"> <li>• An attractive and inviting reading area, arranged appropriately for the age of pupils.</li> <li>• A behaviour "zone" board and a portable board for supply staff and lessons outside the classroom so that the behaviour for Learning policy is consistently applied</li> <li>• A Learning Challenge board/table display</li> <li>• A Mathematics Learning Wall</li> <li>• An English Learning Wall</li> <li>• A vocabulary wall</li> <li>• A space to display model sentence structures</li> <li>• Appropriate prompts for oral communication</li> <li>• Learning walls need to reflect the work the children</li> </ul>

	<p>are doing and support their learning in lessons. They should include examples of pupils work, demonstrate how to complete work and have examples of aspirational levels and targets.</p> <ul style="list-style-type: none"> <li>• Resources which are accessible and well labelled so that children can use them independently.</li> <li>• Well maintained areas including storage areas and which are tidy, attractive and well organized.</li> <li>• A well used and attractively maintained shared area</li> <li>• In key Stage 1 a role play area which supports pupil learning.</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.</li> </ul> <p>This policy should be read alongside:</p> <ul style="list-style-type: none"> <li>• Monitoring policy</li> <li>• Behaviour for learning policy</li> <li>• Feedback and marking policy</li> <li>• Inclusion policy</li> </ul>
<b>PPA cover</b>	<p>All members of staff covering PPA should ensure they :</p> <ul style="list-style-type: none"> <li>• plan and collaborate with the class teacher;</li> <li>• adhere to the teaching and learning policy of the school and all other policies with particular note of the behaviour for learning policy, feedback and marking policy and inclusion policy</li> <li>• “hand over” to the class teacher to let them know how the lessons went and any other important information;</li> <li>• let the class teacher know if they will not be available so appropriate arrangements and planning can be made;</li> <li>• maintain their own pupil work books;</li> <li>• submit pupil books for scrutiny when required.</li> </ul>
<b>Supply staff</b>	<p>Will follow the procedures and policies of the school. Particularly:</p> <ul style="list-style-type: none"> <li>• will not use mobile phones or other personal technology in school unless in the staff room</li> <li>• will be given the Whitefield lesson blueprint on arrival</li> <li>• will follow the direction of the senior leadership team at all times</li> <li>• Teachers will have their current planning in the</li> </ul>



classroom so that in the event of their absence supply staff can deliver planned lessons.