Teaching and Learning Policy

Introduction

At Toll Bar Primary School we believe in the concept for lifelong learning and the idea that both adults and children learn new things every day in a safe and secure environment. Learning should be a rewarding, enjoyable, relevant and exciting experience for all.

Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Toll Bar Primary School will be at the heart of the community, a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity. Everyone will have a clear understanding of their contribution to the school in its central role of raising standards, educational, physical, moral and social.

Inclusion

At Toll Bar Primary School, every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum and have the opportunity to maximise their potential.

- Staff should respond appropriately to children's diverse needs and be aware of the needs of children with different genders, special educational needs, disabilities and cultural, ethnic and social backgrounds
- Teachers are aware of the need to overcome potential barriers to learning and the importance of behavioural management as an aspect of this
- A broad range of teaching styles are adapted in response to diverse learning needs
- We are committed to the principles of equal opportunities

Key Principles

Children learn best when:

- The whole team works and collaborates effectively
- Their learning is well planned and differentiated with tasks well matched to abilities, interests and learning styles
- They clearly understand the purpose, context and content of what is being taught
- Their learning is evaluated and assessed and they are clear about what they need to do to make further progress
- They are happy and secure in school, feel valued for their efforts and their individuality
- They are supported by their peers and work as part of a learning community
- Their learning is supported at home and there is a strong communication between home and school

- Their learning environment is purposeful, well organised, varied and inspiring
- They have a positive and confident attitude towards learning and feel involved, inspired and motivated
- Their physical, spiritual, moral, cultural, social and emotional needs are understood and valued

Aims

To ensure that all our pupils are provided with real and varied learning experiences which lead to them developing their skills and abilities to their full potential.

We believe that people learn best in different ways. At our school we provide a rich and varied environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self respect and encourage children to respect the ideas, attitudes, values and feeling of others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent and positive citizens

Effective Learning

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 best suit them. We offer opportunities for children to learn in many different ways. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn and what can enhance or restrict their learning.

Effective learning results in:

- Knowing you have succeeded
- Feeling you can build on your knowledge
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

We offer opportunities for children to learn in different ways, these include:

- Rich and memorable learning experiences
- Investigation and problem solving
- Research and finding out
- Self directed learning
- Peer assessment
- Self assessment
- Group collaborative work
- Use of talk partners and paired work
- Independent work
- Whole class work
- Asking and answering questions
- Multi-sensory learning
- Listening
- Use of multimedia
- Firsthand experience, fieldwork, visits, visitors and in class
- Building on personal experience
- Creative activities
- Watching television and responding to musical or digital resources, online learning packages and resources
- Debates, role-playing and oral presentations
- Hot seating
- Designing and making things
- Participation in athletic or physical activity
- Structured play
- Challenge and extension

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learning motivation
- Helps learners to know how to improve
- Encourages self assessment Quality of Teaching

Teachers should:

- Seek to inspire pupils
- Challenge pupils and have high expectations
- Plan to use a variety of teaching methods which take into account different learning styles
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Follow the school policy with regard to discipline and classroom management
- Praise pupils for effort, achievement, good behaviour and by doing so, help build a positive attitude towards school and learning
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

Effective Teaching

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the 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 child's Individual Educational Plans (IEPs). We have high expectations of all children and we want them to achieve to their highest potential.

We set academic targets for all children across the year. These are shared with pupils and parents and we continuously review the progress of each child and adjust the targets accordingly at appropriate times.

We plan our lessons with clear learning objectives and success criteria. We take these objectives from the National Curriculum and national strategies. Our lesson plans contain information about the tasks to be set, the resources needed and the way we assess the children's progress and understanding. We evaluate all lessons so that we can modify and improve our teaching in the future.

Our teachers establish good working relationships with all children in their class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in all class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. 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 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 Positive Behaviour Policy.

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We ensure that all tasks and activities that the children do are safe by carrying out relevant risk assessments.

Teaching assistants and other adult helpers are used as effectively as possible to enhance teaching and learning.

Or classrooms are attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics being studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms are well resourced and we believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and produces high quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to 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.

SEN

- IEPs or Behaviour Educational Plans are to be used both by teachers and support staff to inform planning and teaching of lessons (IEPs to be kept in class for reference – these are working documents)
- 'dyslexia friendly' strategies are employed
- Some children will be taught key skills in small groups or on an individual basis for some parts of the day depending on their needs. These activities are frequently run by support staff under the guidance of the teacher, SENCO and EMTAS
- Multi-sensory approaches and use of kinaesthetic techniques are encouraged to support pupils with SEN (teachers refer to the SENCO for support with this)
- Success is celebrated and self-esteem is raised on an individual and group basis

Teaching More Able Pupils

Children who show an aptitude in any subject or skill are listed on the Gifted and Talented register stating their area of strength. As with any child of any ability, should the teacher or parent feel that more time is needed to discuss the child's needs, arrangements can be made and additional discussion. Some children may be placed in classes or groups with older children who are working at a similar level.

Identification of More Able Pupils

In practical classroom terms, Gifted and Talented children are likely to present themselves to teachers in one or another of three groups:

1. Those whose outstanding ability is so evident that teachers seek to develop specific strategies to copy with their high ability

2. A much larger group of children with high levels of ability, who attain high levels of achievement
3. Children with high levels of ability who do not achieve at a high level and who are in danger of being missed by those seeking to provide appropriately for Gifted and Talented children

Able pupils can have / be:

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN – eg. Autistic spectrum

Assessment, Recording and Reporting APP

Assessment, recording and reporting, together with planning, form the teaching and learning cycle. In order to offer children appropriate differentiated learning experiences we need a clear picture of their achievements and needs. Through APP assessment we aim to give children the best opportunity to show what they know, understand and can do. The process includes an on-going observation and recording of children's achievements against strands of attainment for each subject in reading, writing and maths. It is a process by which information is gathered about children's learning and judgements are made about their achievements. The whole process needs to be manageable and worthwhile and should involve the children. Above all, assessment needs to be used as a tool to provide quality learning experiences for each child.

The records made during the APP assessment process enhance teaching and learning as they inform the teacher's planning as well as helping the teacher complete the required reports.

Staff take part in regular moderation of assessments across the school. After assessments, pupil progress meetings take place between the Head and the Class Teacher. Judgements against the EYFS profile statements are moderated regularly.

Children are involved in the assessment process through:

- Target setting
- Discussion
- Marking (see marking policy)
- SEN review

Records are kept of assessments made. This data is then used to track pupils' progress and to help inform the next step in their learning.

We report verbally to parents twice a year, during Parents' Evening and in written form in the Summer Term. These annual reports to parents note pupils' achievements in all aspects of the curriculum as well as attitudes and personal and social development. Teachers use these as the basis for discussion with colleagues when the children move into a new class.

Corridor and Classroom Environment

Our classrooms and corridors are attractive learning environments. We change displays at least once a term to ensure that the school reflects the topics being studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books as well as working walls relating to Literacy and Maths. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes the independent use of resources and high quality work from the children.

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

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

In all lessons we:

- Learning activities and work are planned to meet the needs of all children
- Clear learning objectives are shared and understood, bring linked to the tasks and learning outcome
- Children are actively engaged and practical work is used when possible to teach concepts. This is especially fitting in maths and in supporting pupils with SEN
- Support staff are clearly directed by the teacher to support learning having been appropriately briefed before the lesson. They should be clear about the learning objectives and success criteria and know how to encourage independent learning
- Plenaries should be used to embed learning, refer back to lesson objectives, assess pupil progress, identify and celebrate success
- Planning responds to teacher's understanding of the children's prior knowledge
- Assessment for Learning Strategies – questioning, observation, analysis of work, peer and self-assessment are planned for and used to check that the level of challenge and understanding is appropriate for all children

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- Feedback can be oral and / or written and identifies the extent to which children have reached learning objectives and targets
- Children are given time to respond to feedback
- Targets are shared and next steps for learning identified
- Marking is carried out in accordance with the agreed marking policy
- Children who produce work which is poorly presented are encouraged to improve their presentation

ICT

ICT is to be embedded in all subjects, with the use of laptops, IWBs and classroom computers. This includes a balance of skills learning in ICT lessons, educational software, internet, basis programs (word, excel) and other ICT resources, eg. Digital cameras, sound recording equipment, video equipment

Structure of Lessons

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to is, activities will vary to respond to children's different ways of learning
- Usually each lesson will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

What do Toll Bar Good Learners Look Like?
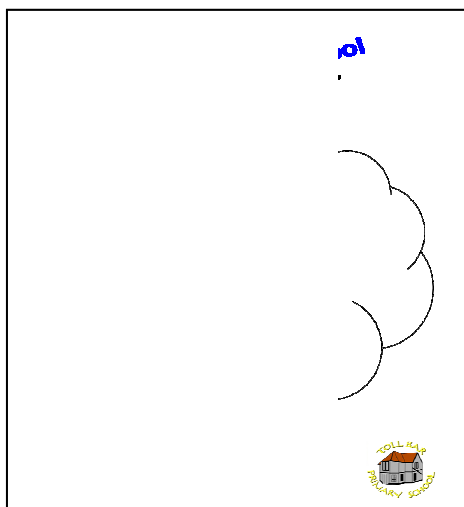
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The Role of Governors

- To receive reports from the Headteacher and curriculum co-ordinators
- To make pre-arranged monitoring visits to observe teaching, look at learning environments and report back to the Governing Body
- To receive reports from the Health and Safety Committee on relevant issues and follow up where necessary
- To attend INSET as necessary
- To promote and ensure, at all times, equal opportunities in relation to race, gender, class, belief and support the practice of giving value and respect for all cultures and beliefs
- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that staff develop, CPD and Performance Management policies promote good quality teaching

Role of Parents

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

- Holding regular parent's evenings
- Annual reports which explain progress and indicate how their child's learning can be improved further
- Explaining how they can support their children at home and how to give support with homework
- Parent's forums to explain relevant developments in their child's education and curriculum
- Use of a Home / School agreement

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

- Ensure child has best attendance as possible
- Ensure child has 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 the school that are likely to affect a child's performance or behaviour at school
- To help school in promoting good behaviour of their child
- Promote a positive attitude towards school and learning in general

Monitoring and Evaluation

Staff development will be identified in line with this policy, Performance Management and CPD. To provide a clear picture of the quality and consistency of practice across the school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observation
- Sampling pupil's work
- Sharing pupil's work through the school and discussing quality
- Internal moderation of pupil's work
- Discussion with pupils

Monitoring and Review

We are aware of the need to review the school's Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy is a working document and, therefore, is open to change and restructure as and when the need arises. This will be done in consultation with the Standards Committee of the Governing Body.

Signed:

Date:

Reviewed: May 2012

Next review: May 2014