



FRANCIS ASKEW PRIMARY SCHOOL

Learning and Teaching Policy

Created: September 2013

Reviewed: September 2017
September 2018

Please cross-reference this policy with Assessment Policy, Marking and Feedback Policy and Curriculum Policy

1 Introduction

Adults and children have a right to the best education we can provide (UNICEF Article 28) Learning should be a rewarding and enjoyable experience for everyone. Through high quality, very effective teaching we equip children with the skills, knowledge and understanding necessary to achieve well and become, in time, successful and productive members of the community. Learning takes place in a secure, supportive and stimulating environment in which children can live and work happily and safely.

Aims and objectives

This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school is relevant, challenging and engaging. Pupils should become the best that they can be.

Our whole school approach: consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

The purpose of our teaching and learning: pupil progress

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

Ethos

The ethos of our school underpins the learning. Teachers provide a broad, balanced, relevant and enriched curriculum. Every adult in the school promotes the development of this ethos by;

- providing a calm, effective working environment in which each individual can reach his or her full potential;
- valuing and celebrating success and achievement;
- providing a welcoming environment where politeness, respect and courtesy are fostered;
- being a positive role model;
- adhering to the school's behaviour policy to ensure everybody's rights are protected
- providing clear, informative planning, records and assessments in accordance with the agreed procedures;
- effectively managing their own time;
- developing links with the community;
- reviewing their own needs for professional development through Performance Management

Six core elements of our provision

1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns ensure that all learning is led by staff with excellent subject knowledge.

2. Planning

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working. Questioning focuses on enabling children to learn at a deeper level when ready.

3. Interventions

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

4. Homework

We recognise the importance of pupils learning at home. We believe it helps children to consolidate and extend school learning as well as helping to involve families.

Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

5. Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

6. Marking and feedback

We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning.

We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve. Marking facilitates accelerated progress. It is an ongoing dialogue of progress.

Outcomes: basic skills, classroom climate, pupil attitudes

Basic skills

We recognise the centrality to learning of the core basic skills, and our curriculum is developed around such skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to develop, apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

Classroom climate

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our

pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

Pupil attitudes

We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking.

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. They challenge and hold senior leaders to account. In particular they:

- focus on 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 and challenge the effectiveness of teaching and learning strategies in terms of maximising progress
- ensure that staff development and performance management policies are used to develop high quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes.

The role of parents/carers

We believe that parents/carers 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'/carers' evenings to explain our school strategies for teaching Literacy, Numeracy and health education;
- informing parents/carers about their child's targets across the curriculum;
- sending information to parents/carers at the start of each term in which we outline the topics that the children will be studying during that term at school;
- hosting twice yearly consultation evenings for parents/carers in which we explain the progress made by each child and indicate how the child can improve further;
- sending yearly written report to parents and carers;
- explaining to parents/carers how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work;
- inviting them to attend special assemblies etc

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We expect parents will:

- ensure that their child has the best attendance record possible and arrives at school on time;
- ensure that children complete their homework
- ensure that their child wears school uniform and has PE kit;
- 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 review.

We will review our policy September 2019

Signed:

Date: