

Grove Wood Primary School

Teaching and Learning Policy



January 2016

School's Mission Statement and Vision

At Grove Wood Primary School we are dedicated to achieving and celebrating success for all. We believe that a happy child is a successful one, so we work together to present a curriculum that is exciting, challenging and enjoyable. We are committed to ensuring that every child feels valued and to providing high quality learning opportunities to enable every child to succeed. By working in a close partnership with parents and the community, we endeavour to ensure that all of our pupils make an excellent start to their education.

The purposes of this policy are:

- to seek to ensure that pupils attain their full potential as learners;
- to clearly state the expectations of the school with regard to high quality teaching and learning;
- to provide guidance to teachers and others relating to professional development needs to support teaching and learning;
- to provide a framework by which excellence can be evidenced;
- to provide the basis by which programmes can be developed to monitor the effectiveness of teaching and learning across the school.

A clear policy statement on teaching and learning will:

- define the expectations the school has for its teaching staff;
- define the criteria that will be used for evaluating the quality of teaching in the school;
- establish consistently effective practice throughout the school.

This policy should be read alongside the Staff Handbook and other school policies.

High Quality Teaching

Rationale:

It is important for the school to identify, and make explicit, the elements of effective teaching so that it can translate its aims into relevant and challenging learning experiences.

Aim:

To promote high quality teaching supported by high quality continuing professional development opportunities, regular and effective monitoring and evaluation that will lead to strong outcomes for our children.

Objectives:

- To ensure the purpose and organisation of teaching is appropriate to the team.
- To ensure appropriate curriculum coverage applicable to the team.
- To ensure individual progression in learning for each child.
- To ensure that teaching caters for the needs and abilities of all pupils.
- To demonstrate effective interaction between teachers and pupils.
- To enable pupils to demonstrate progress made in the acquisition of knowledge, skills and understanding.

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- To enable pupils to demonstrate positive attitudes to learning.
- To enable pupils to have ownership over their learning journey, promoting independence and resilience in all learners.
- To ensure that pupils are supported, encouraged, extended and challenged through evaluation of their work and appropriate feedback.

It is the teacher's responsibility to choose the most appropriate teaching strategies which the teacher believes will enable the student to make as much progress as possible. Therefore, high quality teaching and learning at Grove Wood is characterised by but not exclusive to the following features:

Planning

- Teachers make it clear to children what they are going to learn in every session, displaying and explaining the learning objective in language appropriate to the age and experience of the children.
- Teachers make links to previous learning and next steps clear in lessons.
- Teachers make it clear to children how they will be successful in achieving the learning objective by displaying and explaining the agreed success criteria in language appropriate to the age and experience of the children.
- For their long term planning teachers follow the objectives outlined in the New Curriculum and any subject specific planning as outlined the subject policies which are an appendices to this policy.
- For their medium term planning, teachers follow guidance as specified in certain subjects and directed by the subject co-ordinator.
- Medium Term plans for all subjects excluding Maths and English will consist of an entry point designed to engage and enthuse learners, development of the theme, planned enrichment opportunities, promotion of British Values and SMSC, planned assessment opportunities and an exit point designed to successfully conclude the theme.
- Medium Term plans for Maths and English will be as outlined in the Maths and English appendix to this policy.
- There will be a clear link between medium term and short term plans.
- Short term planning will be produced on a weekly basis and placed into the whole school planning file on the school server every Monday.
- Short term planning will demonstrate that teachers have planned for lessons in a way that will help them to teach effectively. In addition, plans should be clear enough for cover supervisors to follow and as a point of reference for supporting adults within the class.
- Short term plans for all subjects must contain clear learning objectives / intentions / skills, notes on activities, groupings of children that take into account the differing needs of pupils, including those with SEN, as well as resources including the use of other adults. There should also be a section to contain an evaluation of the lesson and the success criteria that accompanies it.
- Short term plans will take into account the learning that has taken place in previous sessions and may be amended either manually or electronically to account for this.
- Targets in Pupil Profiles for pupils with SEN are clear and practical and inform short term plans.
- Teachers work alongside colleagues in adjacent year groups to share skills, knowledge, expertise and time.

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- All types of planning should be available at all times within school.
- Teachers are welcome to use the opportunities on the planning documents to record the progress of pupil's against the learning objectives.
- Teachers should ensure that all records are maintained, appropriately filed and that the assessment outcomes are used to inform future planning and formal assessments in line with the whole school assessment cycle.

Subject knowledge

- Teachers understand what needs to be learned across the academic year in every subject.
- Teachers know the content of the New Curriculum, the Essex RE syllabus and school schemes of work, including PSHCE and Music.
- Teachers can explain new ideas to children and answer their questions accurately.
- Teachers complement strong subject knowledge by providing relevant first-hand experience, drawing on different contexts / wider body of knowledge / links with other subjects.
- Teachers use appropriate resources to interest and challenge the children.
- Teachers are able to cater for all children including those with SEND and the more able and potentially vulnerable groups such as children in receipt of the Pupil Premium Grant.

Engagement of pupils

- Teachers are enthusiastic and imaginative and deliver lessons that are vivid, real and relevant.
- Teachers take into account the different learning styles, cultural context and interests of their classes and provide lessons which stimulate and engage all learners.
- Teachers recognise that due to the unique make up of a class, what may engage one group of learners may not engage another group and therefore adapt their approach accordingly.
- Teachers provide opportunities for pupils to engage and respond in lessons.
- Teachers support and engage reluctant learners, including those who may be more able, may have SEND or be a member of a vulnerable group such as children in receipt of the Pupil Premium Grant.
- Teachers extend pupils intellectually, creatively and physically through a range of techniques e.g. questioning, problem solving and suitably demanding materials and learning resources.
- Teachers use their knowledge of the subject and their knowledge of what the pupil already knows to pitch work at a challenging level to maximise progress in all learners.
- Teachers promote pupil confidence through appropriate task and challenge with recognition of all achievement.
- Teachers promote pupil independence through a range of strategies such as allowing children to choose their own level of independent work and promoting self and peer assessment.

Teaching Strategies

Teachers will draw upon a range of strategies to deliver high quality lessons which may include:

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- direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies;
- metacognition: putting the learning into context and encouraging its application;
- demonstration and high quality modelling;
- clear explanations to clarify and extend
- open questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration and problem solving that develops skills, creativity and understanding;
- investigating ideas through practical work;
- discussing and arguing: e.g. to put points of view, argue a case, justify a preference;
- listening to and responding: e.g. to stimulate and extend pupils' contributions, to discuss / evaluate their presentations.
- providing a structure to the lesson that promotes effective learning: e.g., including mini plenaries at timely opportunities to move learning forward;
- carefully differentiated tasks to match work to the ability of the pupils;
- approaches that take into account the different learning styles of pupils and
- the effective use of high quality resources, including ICT where pertinent and relevant.
- In addition, teachers are alert to opportunities for learning outside the planned curriculum which benefit both social and intellectual learning.

Learning beyond the classroom

Grove Wood Primary School is fortunate to be located on a site that can provide for diverse learning opportunities. Within our school grounds we have a wildlife area, a pond, a bird hide, a willow dome and an outdoor classroom, to name but a few of the additional features we have at our disposal. In addition, we recognise that we are part of a thriving community where many diverse and exciting learning opportunities can be sought.

As part of their classroom programme, it is an expectation that teachers explore and apply learning opportunities contextually outside of the classroom environment. This may include:

- the use of the playground and school spaces beyond the classroom as a learning resource;
- the use of the local community;
- providing opportunities to enrich, extend and apply school work through home learning.

The Entitlement Policy provides greater breadth to the entitlement of all pupils as part of a broad and balanced curriculum.

Behaviour management

In addition to the expectations established in the positive behaviour policy and whole school SPARK values, teachers will promote behaviour that is conducive to high quality teaching and learning. Therefore, teachers will:

- establish clear classroom rules to achieve high standards of discipline and hard work;

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- promote positive learning attitudes and respect for the beliefs and opinions of others;
- have clearly understood classroom systems for e.g. entering / leaving the class, seating, and organising and maintaining resources;
- support and control pupils, intervening where appropriate;
- ensure there is mutual respect between teacher and pupil;
- being positive and encouraging and providing rewards for participation;
- encouraging a safe culture, where both effort and success is celebrated;
- ensure that all provision is inclusive;
- ensure that all lessons are well planned and organised so that pupils are clear about what they are doing, why they are doing it and how long they have to do it for;
- ensure there is a productive and stimulating climate for learning;
- create an efficient, tidy classroom environment;
- ensure pupils' tables are arranged appropriately;
- ensure books and basic equipment are easily accessible in the classroom.

Support Staff

- Teachers know and use the skills and expertise of ISAs to ensure all learners make at least good progress.
- Planning is made available to ISAs in order for them to be aware of the objective of the lesson and for them to know their role within the activities.
- Teachers brief ISAs so that they are fully aware of the success criteria and have an opportunity to provide relevant feedback.
- Teachers use other adults in the class effectively, directing them to work with groups or monitor the progress of the whole class.
- ISAs maximise opportunities to feedback to the teacher to ensure that valuable assessment material is communicated effectively and in a timely fashion.

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Home and School Learning

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed. Therefore, teachers and School Leaders will:

- ensure useful feedback about children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent-teacher meetings and an annual written report;
- inform parents about how they can support their child's learning at home or in school
- ensure they are approachable and available to parents through weekly open door opportunities, or by appointment;
- provide information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter, email or the Grove Wood Website.
- welcome parents to help in their classrooms and /or around school;
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website;
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings
- ensure wider staff deployment for bespoke roles such as the Learning Support Mentor and Behaviour Support Mentor to support children who find learning in school more challenging
- Make provision for more in-depth parent/teacher consultations where deemed necessary.

Homework

Homework will be set in line with the whole school homework policy and contribute to high quality teaching and learning.

- Homework should be a profitable activity for children, complementing class work and extending learning.
- Homework will follow a regular timetable that parents know.
- Teachers should acknowledge when homework is done (e.g. by marking it, displaying it in the class).

Equality of opportunity

- Teachers treat all pupils with respect, valuing and encouraging their contributions.
- Teachers planning and teaching meets the needs of pupils with SEN, the gifted and talented, pupils from minority ethnic groups, pupils for whom English is an additional language, pupils who are in receipt of the Pupil Premium Grant and other groups, as identified by the school, who require additional consideration when planning.

Marking and Feedback

Teachers will provide feedback in line with the whole school marking and feedback policy. In addition, teachers will:

- use time during lessons to listen to pupils and question them to assess their understanding and make interventions which are timely and appropriate to enable the learner to make good progress;

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- use a variety of techniques for marking to check understanding and diagnose misunderstandings such as annotated verbal feedback in a lesson and distance marking in line with the whole school marking and feedback policy;
- use information from teaching and marking to adjust pace, content and methods of teaching for subsequent lessons and to determine future groupings of pupils and ensure annotation of planning highlights this;
- ensure all written work is marked before the next session.

Assessment

In addition to ongoing marking and feedback, teachers will provide summative assessments in line with the whole school assessment policy.

Monitoring

It is a whole school expectation that teachers will be reflective classroom practitioners and, as a result, seek to self-regulate their own practice by ensuring that they are meeting the Teachers Standards 2012, their own annual Performance Management Targets and target set through the whole school monitoring process.

Teaching and learning is formally monitored and evaluated as part the whole school self-evaluation process.

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It is an expectation that all qualified teachers will meet the standards as set out by the Government in 2012 as a minimum, and that post threshold teachers and teachers with an additional Teaching and Learning Responsibility will be expected to demonstrate the skills and expertise in line with these additional payments.

Performance Management targets will be set for each teacher annually in October and formally reviewed the following October.

Each Year Team will be formally monitored at least once a term. This termly review involves lesson observations, pupil perception questionnaires, data reviews and marking and feedback scrutiny.

Additional monitoring and evaluation may take place in line with school development priorities and matters arising from other monitoring.

Newly Qualified Teachers (NQTs) will be monitored regularly in line with the expectations of the formal induction process.

Where teaching and/or learning is not considered to be meeting the expected standard, additional targeted support with the appropriate monitoring will take place within a specified time frame to ensure that teaching and/or learning rapidly improves to being at least good or better.

Monitoring and Evaluation of the policy

The implementation of the teaching and learning policy will be monitored through:

- Termly Year Group Reviews
- Regular Lesson observations
- Regular Planning scrutiny
- Regular Book Scrutiny
- Regular Pupil progress reviews
- Regular Pupil Interviews
- Regular Parent surveys and feedback, consultations and reports.

The policy is reviewed biannually by the Grove Wood Primary School Staff and the Standards Committee.