



**KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND**  
**VOLUNTARY AIDED PRIMARY SCHOOL**

# **Teaching and Learning Policy**

**2015**

## **Rationale**

At Kirkby and Great Broughton Primary School we value all learning experiences, which contribute positively to the rounded development and achievements of our pupils. We strive to improve the quality of our teaching and are systematic in doing this. Everything we do is focused on improving pupils' standards; their attitudes and behaviour; and their attendance to enable all our pupils to achieve their full potential.

## **Purposes**

The purposes of this policy are to:

- Promote and share understanding of what makes effective teaching and learning, and ensure pupil entitlement
- Promote the progress of all pupils
- Provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self evaluation process
- Support continuous professional development
- Contribute to the effective delivery of performance management within the school
- Share good practice
- Influence the school's strategic plan for improvement through curriculum planning.

## **Effective Teaching and Learning**

This School recognises that teaching is most effective when teachers:

- Demonstrate good subject knowledge and understanding in the way they present and discuss their subject
- Are technically competent in teaching skills
- **Challenge and inspire pupils, with high expectations of all**
- Challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding
- Use methods, approaches and styles which enable all pupils to learn effectively
- Manage pupils well and secure high standards of behaviour
- Use time, support staff and other resources, especially ICT, effectively
- Provide a rich, stimulating and high quality learning environment

- Assess pupils' work thoroughly and use assessments to help and encourage pupils to progress
- Use assessment evidence to plan effectively, setting appropriate targets that pupils understand
- **Systematically and effectively check pupils' understanding throughout lessons**
- Use home/school liaison effectively to reinforce and/or extend what is learned in school.
- Share pupils' targets with parents
- Give **constructive** feedback to pupils verbally and through high quality marking
- **Use age-appropriate assessment for learning approaches (talk-partners, self assessment and high quality questioning)**

**All teachers are entitled to:**

- Regular evaluation of their work
- Feedback on their effectiveness
- Professional development opportunities which support their needs and the needs of the school community

**This School recognises that learning is most effective when learners:**

- are engaged, appropriately challenged and extended
- acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding
- apply new skills in Literacy and Numeracy across the curriculum
- are motivated to work to the best of their abilities
- show interest in their work and sustain concentration
- begin to develop independent learning strategies
- understand what they are doing, how well they have done and how they can improve
- make good progress

**All pupils are entitled to:**

- teaching of good quality
- feedback on their progress
- clear targets for improvement
- advice and support.

**Evaluating our Effectiveness**

The above criteria form the basis for evaluating the effectiveness of teaching and learning in the school. We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful, and that learning should only be evaluated as effective when it secures good progress for all pupils.

## **Teaching and Learning will be evaluated through:**

- planning
- assessment records
- classroom observation
- data analysis
- work scrutiny
- pupil interviews
- staff interviews
- parent consultations

## **Securing Consistency**

The performance of all teachers will be evaluated against whole school agreed criteria. The responsibility for monitoring and supporting teachers in the classroom will fall to the headteacher/ subject co-ordinators. The school will check the accuracy of its own judgements by having them monitored in turn by either

- Education Development Adviser
- or
- an Accredited OFSTED Inspector

All teachers' individually agreed performance objectives will be monitored by the headteacher. The headteacher's agreed Performance Management objectives will be monitored by the Governors and Education Development Adviser.

## **Contribution to School and Teacher Self-evaluation**

Good teaching and learning are at the heart of an effective school. Information gathered through our evaluation will be used to improve the school by:

- providing feedback to staff on their performance
- securing appropriate professional development opportunities in line with the teachers' and the school's needs
- sharing good practice
- influencing the school's strategic plan for improvement and informing curriculum planning and design.

## **Contribution to performance management**

The performance management cycle focuses on assessment of teaching and analysis of pupils' learning to guide the setting of targets for improvement. Information gathered through classroom observation will therefore guide the professional development of

the teacher, inform the School Development Plan and contribute to the effective delivery of performance within the school.

**Time Allocations**

<b>Subject</b>	<b>22.5 hours KS1</b>	<b>23.75 hours KS2</b>
English	7.5 hrs	7 hrs
Mathematics	4.5	5
Science	1.5	2
ICT directly taught	1.0	1.0
RE	1.0	1.5
History	0.75	1
Geography	0.75	1
Art	1.0	1
Music	1.0	1
DT	1.0	1
PE	2 hrs	2
PSHE	1	1
French	0	0.5

Written by .....The Staff.....

Agreed by .....

Review date .....