



Hugh Gaitskell Primary School

Teaching and Learning Policy

Updated: September 2016

**Approved by Governing Body: 27th March
2017**

Review Date: February 2018

We do not view the document as a teaching manual but believe that a newly appointed member of the teaching staff would, having read it, be able to approach her/his work in the school in the same manner as the rest of the teaching staff.

The staff at Hugh Gaitskell Primary School use styles of teaching which they believe will deliver a rounded education for each individual child. We aim for the children to be happy, confident and well-motivated, be organised, controlled, independent, well-mannered and caring.

We hope that, by having high expectations and giving them equal opportunities, the pupils will achieve their full potential, both socially and academically.

We endeavour to work as a whole school community rather than as separate key stages whenever possible to enable the children to develop a sense of belonging. It will encourage a sense of worth and a sense of responsibility throughout the school. This is achieved by a variety of whole school activities including school plays, concerts, sports days, cultural and topical assemblies.

THE NEEDS OF THE CHILD

The most effective learning will take place when a number of basic needs are met. Pupils come to school from a variety of home circumstances and with past experiences which, in differing degrees, affect their ability to learn. They will make most progress when the school provides a supportive learning environment, when they understand what is expected from them and where there is appropriate motivation. Teachers play a vital role in creating a learning environment in which the individual needs of all pupils are addressed.

Relationships, Classroom Climate and Emotional Support

The school can contribute towards pupils' emotional development by creating a climate in which they:

- feel secure
- feel that their contributions are valued
- trust their teachers and are trusted by them
- experience consistent and appropriate discipline
- develop a sense of worth, self-esteem and confidence
- develop respect for each other and value the contribution of others.
- encourage an ordered atmosphere which makes pupils want to learn
- ensure access to sufficient good quality materials and resources
- agree with pupils the ground rules for classroom organization and working practices

- maintain attractive and well-ordered classrooms: this includes putting value on the child's work by arranging and displaying it well
- demonstrate a value in the high standards of presentation expected of all finished work
- encourage the child to be independent within the classroom and to take an increasing responsibility for looking after their own equipment, materials and the classroom environment
- positively encourage children to use all areas of the school for their work.

Behaviour for Learning

In order to understand what is expected of the pupils the teacher needs to:

Incorporate PSED/SMSC into their daily practice, ensuring that support, tolerance and understanding underpins teaching and learning through:

- positive and consistent behaviour management strategies are implemented in line with the Behaviour Policy
- give pupils a sense of direction, purpose and achievement
- make sure pupils understand their roles and responsibilities in the learning process
- make clear to pupils, the teacher's expectations about behaviour and be consistent about what standards are accepted
- recognition by teachers of sensible behaviour outside the classroom e.g. when they help another child who is hurt etc.

Pitch, Pace and Expectations

- staff and children are clear about what they are learning through clear learning objectives and success criteria
- the pace of the lesson is appropriate for the needs of the children
- time available for learning is maximised
- children are given time to transfer and apply learned skills independently
- teachers model skills and processes
- children are actively engaged and contributing to learning

Motivation, Differentiation and Challenge

In order to motivate pupils to learn, the teacher needs to:

- ensure that teaching and Learning is driven by the needs of the children
- offer challenging, stimulating and interesting experiences
- differentiate learning tasks according to ability and individual learning styles
- match new tasks to what pupils already know or can do and move them on to new challenges
- offer praise and acknowledge achievement

Assessment for Learning, Feedback and Marking

- ongoing summative and formative assessment informs planning, teaching and learning
- teaching and learning is personalised and adapted in response to pupil needs
- quality partner/group talk discussions enable children to reflect on their progress
- marking is high-quality, moves the learning forwards and provides next steps and additional challenge (in-line with the marking policy)
- children are provided with regular opportunities to respond to feedback to edit and improve their work
- effective questioning is used to promote higher-order thinking (Bloom's Taxonomy)

- children know what they are trying to achieve and how to succeed through clear learning objectives and success criteria
- time and resources are utilised effectively
- mini-plenaries are used to reflect on learning, progress and next steps
- progress must be tracked effectively using Classroom Monitor and assessments are moderated at each assessment point to validate data
- targeted interventions are put in place to accelerate the learning for stuck and slow moving pupils

Monitoring

The monitoring of this policy is carried out by the head teacher of this school who may, from time to time, invite another head teacher or an adviser to quality control monitoring. Governors will also be asked to monitor areas of the policy and will fill out a monitoring visit form. Children and parents also contribute to monitoring via pupil/parent questionnaires.

- learning walks
- pupil progress meetings
- TA appraisals
- drop ins
- discussions with learners
- half-termly focus on what good and outstanding teaching looks like in our school communicated to staff at staff meetings

The Curriculum

The 2014 revised National Curriculum underpins the teaching and learning of all subjects at Hugh Gaitskell Primary School. Long-term planning provides an overview which ensures all elements of the broad and balanced curriculum are taught and provide progression across the year groups. Fundamental British values and opportunities to promote Social, Moral, Cultural and Spiritual development, alongside a wealth of first-hand experiences, are factored into all termly topics.

Special Needs

All children in our school are special in that we treat them all as individuals. Children who have difficulty or are gifted in particular areas are given appropriate help and support whenever necessary. Children causing concern are discussed at the start of weekly staff meetings. If extra professional support is deemed necessary children are referred to the appropriate specialist. There is also considerable informal dialogue between teachers about individual children during break and lunchtimes thus enabling teachers to be aware of all the children in the school. (See SEND Policy).

Teachers' Values

A teacher's own values, attitudes and inter personal skills play a crucial part in setting the climate with the school. Important aspects to consider are:

1. **Language** – This should be appropriate to the learner's level of understanding and encourage participation and confidence.
2. **Tone and demeanour** – which should be calm and reassuring, firm and non-threatening.
3. **Equality of regard** – should ensure fair and equal treatment for all learners, yet still have regard to individual needs.
4. **Interaction** – through establishing a good rapport with all the learners and treating them as full partners in the learning process.
5. **Enthusiasm and commitment** – if the teacher can make the learning experience enjoyable and exciting, the learner will respond more positively and develop a better attitude to learning as a whole.

Parents, Governors and the Wider Community

Teaching and learning will take place more successfully when parents, governors and the local community have a close relationship with the school and have a broad understanding of the aims and philosophies underpinning it.

Examples of this crucial partnership are described below:-

We have an open door policy towards parents, governors and the community. They play a vital role in supporting the work of the school. Parents are particularly welcomed at the school and kept informed about their child's progress. This is accomplished in a variety of ways:-

- Two formal consultation evenings.
- Written reports.
- Informal meetings before and after school.
- Special meetings, e.g. - home meetings before the child starts school to discuss the SATs in year 6.
- Residential education visits
- Termly parent workshops
- Encouraging parental help in the classroom for special events and educational visits.
- Children taking home their book bags on a daily basis in order that parents can help them with their reading, spellings or by taking home other school work to either finish off or to support areas where extra assistance is required.
- Home/school diaries to transfer information.
- A home school agreement is signed when children join the school followed up by a yearly reminder.

The School Governors take an active role in the school and are involved in subject monitoring. Teaching Staff and Governors regularly attend governors meetings to discuss new policy documents.

The school is keen to foster links with the local community. Regular visits take place to the Church, Library and local businesses (DePuy) and a wealth of first-hand experiences are given to the children, driven by our broad and balanced curriculum (E.g. The Shakespeare Project and our Northern Ballet workshops).

The school welcomes visitors and organises trips to support specific areas of the curriculum.

Management Structure

The Head and Chair of Governors meet regularly to discuss issues affecting the school. Decisions are rarely made without prior wider consultation with the whole teaching staff, teaching assistants and as appropriate parents and governors.

There is a weekly staff meeting for all teachers and a further weekly meeting for the Leadership Team.

Roles – Are negotiated and reviewed during performance management, at staff meetings and in discussions with the Head.

Emotional – All staff need the support of their colleagues and this is widely recognised throughout this school. We try to encourage a supportive atmosphere where all members of staff feel they are able to discuss their problems. The well-being facilitator plays an active role in this. In addition all staff have attached governors to offer support and encouragement.

Disciplinary – Initially teachers are responsible for discipline within their own class but support from other colleagues and Headteacher is available when necessary.

INSET Needs – usually identified by the School Development plan, and subject leadership focus. Whole school based INSET is planned by the Headteacher and individual teacher INSET is arranged to develop teaching skills identified through the monitoring process.

Professional Development

Is usually brought up during staff appraisal but the Head is always prepared to discuss this at any time.

Conclusion

We have kept this document to a reasonable length in order that it will be able to be read easily and acted upon. A number of other documents should be read in conjunction with this