

# Teaching and Learning

# Whytemead Primary School



## Teaching and Learning Policy

September 2020

Next Review September 2021

### AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body to ensure that children receive Quality First Teaching.

At Whytemead Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires.

### Whytemead Vision

#### Whytemead Primary School Values

*Through curiosity, collaboration and determination we are 'Growing Minds'.*



### PRINCIPLES OF TEACHING AND LEARNING

**Our vision is reflected in our principles for teaching and learning.**

Learning is the purpose of the whole school and is a shared commitment. At Whytemead Primary School we recognise that education involves children, parents, staff, governors and our local community. Working in partnership, we aim to:

- 1) provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- 2) be inclusive; recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- 3) ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- 4) provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- 5) develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- 6) Listen to all children, encouraging them to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- 7) develop children's confidence and capacity to learn and work independently and collaboratively;
- 8) encourage children to be respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- 9) Work with parents and carers to enhance children's learning

## So what do our principles look like in action at Whytemead?

### Our Whytemead Offer

#### **Classrooms provide:**

- A calm environment to work in during times of concentration such as; quiet time for writing, circle time, opportunities for discussion of important topics though Democratic Circle Time.
- A place where adults model how to talk to one another (and children) in a courteous manner
- A place where we strive to extend children's use and understanding of vocabulary.
- A place where resources are prepared in advance so that classes are ready to learn.
- A place where talk and work are modelled (using working walls, wondering aloud, what would happen if questions)
- A place where parents can quickly contact teachers to share worries or concerns.
- A place where effort and achievement are celebrated through class rewards and display.
- A tidy environment in which there is space to learn

#### **Roles and Responsibilities:**

- All adults in the classroom understand the expectations for each child and how to push them to be their best. We have high expectations for all.
- All adults are good role models, punctual, well prepared and organised.
- All adults work collaboratively and have a positive attitude to change and development of their own expertise.
- All adults are flexible with their approach and are willing to try new challenges.

#### **Teachers**

- Plan collaboratively and ensure that there is appropriate challenge and support.
- Plan collaboratively using our agreed curriculum and challenge one another (colleagues) professionally, where appropriate.
- Mark children's work regularly, giving effective feedback that moves children's learning on.
- Moderate and mark children's work together every other week (mid marking), sharing expertise and experience and offering one another improvement tips and advice.
- Write clear reports that sets out exactly where children are in a way that is clear to all.
- Ensure that children's voice is recorded by adults in the class to demonstrate their wider understanding and knowledge.
- Ensure that all children have a 'bench mark' piece of writing in the front of their books which showcases their **best** work.
- Ensure that all adults will act on actions agreed suggested the SENDco, during the bi-weekly observation process, to support children's learning progress.
- Ensure that more able (GDS) are challenged and these children are monitored by SLT (HR) who will visit all classes at least twice a term.
- Use curriculum maps and agreed schemes of work (available on school website) to plan a broad, balanced curriculum.
- Subject leaders monitor attainment and progress in all areas of the curriculum.
- Support all children with well-being and self-esteem through our RSHE curriculum
- Understand the importance of learning about the diversity of our society such as; Black History month, Ramadan, Worthing Children's Parade etc
- Celebrate success using 'dojo' points in Key Stage 1 and class motivation systems in Key Stage 2.
- Listen to children's and parent's concerns.
- Make the classroom a happy place to be where children are intrinsically motivated to be their best.
- Under the guidance of the teacher, LSAs will ensure that they support the teacher and children in all areas of school life (as set out above)

**Parents:**

- Will arrive before 9am when the gates / doors close.
- Agree to talk to the teacher as soon as they are worried or concerned either face to face or through class email.
- Support their child to complete homework set in homework books.
- Listen to their child read and write (at least 5 times a week) in home school reading books.
- Tell us personally about any pick up changes.
- Ensure their child has good attendance at school.
- Phone school promptly about absence on 01903 202639

**Pupils:**

- Have good attendance.
- Ensure that they are striving to be self-regulated learners.
- Will ensure that they are following the school's non-negotiables for learning.
- Will be ready to learn and ensure that they let others learn.
- Represent the school's values and behaviour principles both in and out of school.
- Complete homework to the best of their ability.
- Take part in wider school life, such as representing in school sports, school clubs etc.

**Subject leaders:**

- Monitor their subject effectively through work scrutiny, lesson observation, data collection and pupil interviews
- Challenge colleagues
- Offer support and advice to colleagues
- Be open to challenge and change
- Understand how their subject area progresses through the school and the expectations of children's attainment.

**Organisation:**

- Learning is organised through different approaches such as whole class, class sets, groups, one to one, collaborative learning, independent learning, peer support.
- Teachers model talk (I wonder... ) as well as writing / strategies. Working walls are used to display models.
- Resources are available to support learning.
- Pupils will be involved in the care and maintenance of equipment and resources.

**Access to Learning:**

- Maths and English may be differentiated to support all learners in the class.
- Teachers will have different, higher expectations of GDS children.
- SEN children will be supported with work that is achievable and also challenging. This may be different to the majority of the class. They may require additional resources and support. This may also include extra resources on the child's desk, support by the teacher or LSA, pre-teach / re-teach group.

**Homework**

- All children, across the school, are expected to read at least 5 times a week at home. This is monitored by the class teacher. The teacher will quickly address any child not reading at home with the parents.
- Homework for each year group is set out in our 'Homework Policy'. Broadly, this is as follows:
  - EYFS - reading, sounds (phonics), chatter packs
  - Year 1-2 - reading, spellings, Maths and English tasks set on IXL
  - Year 3-4 - reading, spellings, Maths and English tasks set on IXL
  - Year 5-6 - reading, spellings, Maths and English tasks set on IXL and from the Spring term onwards SATs style questions for reading and maths.

**Assessment**

- Formal assessment is completed in line with the school's assessment policy.
- We use a range of formative and summative assessments.

- In addition to this, teachers make informal assessments daily, ensuring that all children continue to work to their potential and beyond.
- High expectations for all are clear.
- Teachers quickly address misconceptions throughout lesson time or later in re-teach groups.
- Teachers meet with SLT regularly to discuss attainment and progress.

### **Feedback**

- Teachers and LSAs give feedback in line with the school's feedback and marking policy.
- All classes use green pen to indicate that they are moving the learning on to its 'next step'
- Children respond to green next steps using purple pen.
- EYFS - teacher scribes conversations with learners, writing begins to use pictorial editing code.
- Y1-2 - writing uses a pictorial editing, green wishes indicate next steps, verbal feedback offered continuously.
- Key Stage 2 - green wishes indicate next steps for individualised feedback, green box marking indicates areas for editing / improving, verbal feedback offered continuously.

### **Cross Phase Continuity**

- End of year 'meet the new teacher' for all pupils.
- Cross phase / year teacher meetings to discuss pupils needs.
- Transition days with secondary schools.
- Enhanced transition (for identified children) with secondary schools.
- Liaison meetings with secondary schools
- Teacher seminar - all the teachers involved, at the start of the year.
- Meet the teacher after school drop in for parents.

### **Monitoring and Evaluation**

- Pupil's work will be monitored regularly through work scrutiny by the class teacher, subject leader, SLT
- A half termly monitoring schedule is set out to include work scrutiny, class observations, learning walks, moderation of children's work, pupil interviews, progress meetings
- Weekly Key Stage meetings have a work scrutiny bias and can be used as an opportunity to share good practice.
- Teachers' mid-mark independent writing together as a year group to ensure outcomes and assessments are robust.

### **To maximise time we:**

- Plan timetables to ensure that they are time effective and that all statutory learning is covered.
- Keep to playtimes and lunch times to ensure that time is not wasted.
- Ensure that lessons are planned for pace in delivery.
- Keep meetings to time and ensure that all meetings have purpose.

### **Teachers at Whytemead feel that their pupils learn best when:**

- Children feel happy and confident in class.
- Children are motivated to learn intrinsically through interest and enjoyment.
- They feel that they can be successful but also willing to take on a challenge.
- There is a positive atmosphere in class.
- Children are given the opportunity to explain their learning.
- There is the opportunity to explore open-ended tasks.