

Sparsholt C of E Primary School

**Teaching and Learning Policy
January 2021-2024**



'Dig Deep and Flourish with Courage, Compassion and Creativity'

Rationale:

Children's learning is at the heart of everything we do at Sparsholt. Learning is a continuous process. It takes place through all of the senses as well as the mind. It happens by reflection and analysis of real experiences, making connections between old and new experience, and by making choices and decisions that involve feelings and emotions as well as intellect and reason. Our core values; courage, compassion and creativity, are central to our curriculum and pupils learn how to become successful learners through the application of our values.

Key Principles

At Sparsholt, we believe that children learn best when;

- Teaching and learning heightens curiosity, inspires, deepens knowledge and challenges children.
- The learning environment is engaging, purposeful and makes children feel safe.
- Learning is well planned, enabling all pupils to make good progress.
- Assessment impacts directly on teaching.
- The curriculum is creatively designed to meet the interests of the children at Sparsholt C of E Primary School.

At Sparsholt, the children believe they learn best when;

- They have fun learning about new things.
- They know more at the end of the lesson than they did at the start
- They are challenged to succeed
- They make mistakes
- Figuring out why something is right (not always having to find the right answer)
- Being guided in their thinking (What if?)

Aims

We believe that all children should be given opportunities to:

- reflect, question, wonder, think, connect, be self-aware and be determined
- become confident, resourceful, enquiring and independent learners
- be taught by professionals who understand individual children's learning styles
- make mistakes and understand that they learn from these experiences
- build knowledge, make meaning and apply understanding
- build positive relationships with others and develop their self-esteem
- develop their self-respect and to respect the ideas, attitudes, values and feelings of others

- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- understand their community and help them feel valued as part of this community
- grow into reliable, independent and positive global citizens for the 21st century
- produce high quality outcomes that they and others are proud of

Teachers at Sparsholt C of E Primary school

The Standards for Teacher (See Appendix 1) provide the framework within which all teachers operate at Sparsholt C of E Primary School and are used by our school for self-evaluation, reflection and professional development activities. However, we believe that excellent teaching cannot be simply defined or classified. Teaching requires a complex mind set which combines knowledge, strategies and attitude. It is not formulaic and there is no recipe. Although key attributes are listed below, we do not believe there is a 'definitive' teaching style. We believe that good and outstanding teaching is achieved when teachers work collaboratively to evaluate their impact on learning in the school.

Knowledge

Teachers will have:

- An understanding of children's prior knowledge
- Enough subject knowledge to provide suitable challenge and meaningful experiences
- The ability to plan deliberate interventions to ensure cognitive change
- A range of teaching strategies to provide direction and re-direction
- The ability to move from single ideas to multiple ideas to enable children to construct and reconstruct knowledge and ideas
- The confidence to step back and allow independence when children are progressing
- The subject knowledge to provide the next step in feedback

Strategies

Teachers will:

- Share and explain the learning intentions and success criteria with the children
- Create an error-rich climate so that children can experiment with their thinking about the content and make connections across ideas
- Create opportunities for self and peer assessment
- Provide opportunities for overlearning, practice and concentration in order to gain fluency
- Provide opportunities for challenge and subsequent relevant and useful feedback

- Use effective questioning to develop understanding
- Make the learning visible to the learner
- Create opportunities for genuine discussion and dialogue

Attitude

Teachers will have:

- A passion for and are absorbed by the process of teaching and learning
- A passion for the progress and achievement of their children
- A love of the curriculum content
- An ethical and caring stance
- High expectations of all children and see themselves as personally responsible for the children meeting those expectations
- A life-long love of learning
- A focus on seeing learning through the eyes of the children
- The vigilance to know what is and what is not working and continually evaluate and reflect on their practice

Application of the Key Principles

The following information details how teachers will apply these principles in the classroom.

Teaching and learning heightens curiosity, inspires, deepens knowledge and challenges children.

Adults will make sure that:

- Teaching successfully engages pupils in their learning – a hook, and high quality outcomes will be in evidence in every unit of learning.
- Pupils pose as well as answer questions, having opportunities to learn from each other.
- A range of strategies are used to challenge all children, including, discussion, role play, cooperative work and time to work independently.
- Their expertise and subject knowledge is applied throughout the curriculum to make learning captivating and continuous.
- Create lessons with opportunities for meaningful discussions between children and between teachers and children.

The learning environment is engaging, purposeful and makes children feel safe.

Adults will:

- Teach pupils the value of learning and how to behave through an atmosphere of mutual respect.
- Ensure our core values; Courage, Compassion and Creativity are modelled consistently.
- Create a class climate that is seen to be fair
- Actively encourage the phrase 'I don't know' and errors as routes to learning
- Ensure that there are opportunities for enabling successive refinement, with room to make and correct errors as this will help them to improve performance
- Deploy support staff effectively to ensure there is maximum impact to support learning
- Plan ahead to ensure that pre-teaching can be used as an effective intervention strategy
- Ensure learning is displayed in the classroom and around the school for others to enjoy.
- Ensure pupils have a voice and understand that there are adults in school who can help them if they are concerned or worried in any way.
- Make sure school staff are approachable and available to parents, ensuring that parents know how they can support their child's learning at home.
- Teach children that learning through constructive feedback and mistakes is positive.
- Establish clear routines that will maximise learning time
- Have clear expectations of behaviour and children that respect the teacher and each other
- Ensure children know that the teacher is passionate and believes in them
- Use positive behaviour management techniques (see Behaviour policy)
- Ensure classrooms are tidy and clutter-free and children are taught to take care of, select and return resources appropriately
- Ensure key displays are current and support and enhance the children's learning
- Establish working walls and ensure that they are well maintained
- Ensure that resources and furniture are accessible, used imaginatively and correctly labelled
- Ensure that classrooms are safe and accessible to meet the needs of all learners

Learning is well planned, enabling all pupils to make good progress.

Adults will:

- Plan according to the curriculum framework and policies that have been agreed in line with the National Curriculum and EYFS Framework
- Take into account children's prior achievement
- Ensure planning allows opportunities for application of key skills and newly acquired knowledge

- Share focused learning intentions for each lesson that makes clear to the children what is to be learned
- Plan to include clearly defined success criteria that are shared with the children
- Plan and deliver lessons that take into account children's different abilities and ensure the curriculum is accessible to all through a differentiated approach with both challenge and support
- Through short, medium and long term planning ensure that there is an appropriate structure and progression to learning opportunities
- Plan effective plenaries that consolidate new learning and identify future learning needs
- Summarise, review and evaluate lessons for effectiveness
- Use strategies to ensure all pupils are involved in the learning process and are leaders of learning
- Plan all units of work with the end of unit assessment in mind (backward design).
- Plan to ensure the correct level of challenge. Children will develop the resilience and perseverance to keep at a problem. This requires children to understand that they need to be active learners, who know their goals and who are given the tools to think more deeply and creatively about the conflicts between existing skills and knowledge and new concepts.
- Ensure lessons are well-paced but sensitively balanced to ensure the need for pace does not compromise the quality of the learning experience

Assessment impacts directly on teaching.

Adults will:

- Provide effective feedback which ensures children understand what they have done well and are clear about how to improve. Feedback teachers provide will help to reduce the 'gap' between where the child is and where he or she is meant to be. Teachers will differentiate their feedback taking into account the ability of the child and where in the teaching sequence they are working. (see Marking policy)
- Respond to children's work and give verbal feedback in a way which extends their learning
- Plan lessons which are appropriate to the level of learning
- Listen during a lesson and adapt the lesson accordingly and not just follow the plan. They will develop the skills to be able to scan, identify opportunities and barriers to learning
- Use ongoing (formative) and summative assessment to inform future planning and use these assessments to adapt and reshape lessons where appropriate
- Use both formative and summative assessment to track progress, identify gaps and ensure suitable next steps are provided. (See Assessment Policy.)

The curriculum is creatively designed to meet the interests of the children and develop the Christian character of Sparsholt C of E Primary School.

Adults will make sure that:

- All aspects of the curriculum, including extracurricular activities, Collective Worship and playtimes, are opportunities for pupils to grow and develop, and make a positive contribution to our school and the wider community.
- There are opportunities for Courageous advocacy planned throughout the curriculum so that children understand the positive impact they can have on others' lives locally nationally and globally.
- High standards in English and maths are always a priority.

The Role of Governors at Sparsholt C of E Primary School:

Our governors support, monitor and review the school's approach to teaching and learning.

In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors and school visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and is compliant with health & safety regulations.
- Seek to ensure that our staff development and our performance management both promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Monitor the school with regard to meeting the needs of the community it serves.

The Role of Parents & Carers at Sparsholt CofE Primary School

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding meetings to explain our school strategies for teaching the National Curriculum and early Years Foundation Stage Curriculum to parents.
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.
- Holding termly parents' evenings which provide an opportunity to discuss progress children are making
- Providing parents with termly tracking sheets outlining the progress their child is making against age related expectations.
- Sending annual reports to parents in which we explain the progress made by each child and indicating how they can improve further.

- Explaining to parents how key areas of the curriculum are taught through holding parent meetings.

Parents have the responsibility to support their children and the school in implementing school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during the term time.
 - Ensuring that their child is equipped for school with the correct uniform and PE kit.
 - Informing school if there are matters outside of school that are likely to affect the child's performance or behaviour.
 - Promoting a positive attitude towards school and learning in general.
 - Working collaboratively with the school to get the best outcomes for their child.
 - Fulfilling the requirements set out in the home-school agreement.
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APPENDIX 1: STANDARDS FOR TEACHERS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - plan teaching to build on pupils' capabilities and prior knowledge
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Policy Review

This policy is reviewed every 3 years or sooner should there be changes to the curriculum.

Review frequency by the Head teacher	3 yearly
Last approval date	Jan 2021
Next approval date	Jan 2024
Is this policy statutory or non-statutory?	Non-Statutory
Teacher Responsible	Mrs Hanratty
Signature of Head teacher	
Signature of Chair of approving body (FBG)	N/A