



# FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

Recommended by	J. Stillings / L. Le Marinel
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### CHANGE RECORD FORM

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1.2	November 2017	29.11.17	JS	Policy review schedule and to include current Ofsted handbook



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**Introduction**

This teaching and learning policy outlines how we work and organise ourselves with the overriding aim being that provision in our school secures outstanding outcomes for our pupils. Pupils’ learning is the core purpose of the school and underpinning this is the goal that every child achieves their full potential and leaves school fully equipped with the values, aptitudes, knowledge and skills that will help them on the next stage of their learning journey.

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**Our children say they learn best when:**

- *Learning styles are suited to their needs*
- *They are given clear guidance as to what they are learning and what successful learning will look like*
- *Teaching is fun and provides opportunities for interaction*
- *Independence in learning is promoted and valued*
- *Home learning reinforces their work in school*
- *Creativity is encouraged*
- *They are given the opportunity to be challenged*

**Our whole school approach: consistency and high expectations**

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and, through mutual challenge and support, we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

**The purpose of our teaching and learning: pupil progress**

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low-levels of challenge.

**The School’s broader objectives are to:**

- enable children to become confident, resourceful, enquiring, independent and reflective learners
- foster children’s self-esteem and help them build positive relationships with other people
- develop children’s self-respect and encourage children 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
- enable children to understand their community and help them feel valued as part of this community;
- enable children to grow into reliable, independent and positive citizens.

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## Effective Learning

We acknowledge that our children learn in different ways and we encourage creativity through all curriculum areas and promote a range of learning styles that are specific to the needs of the individual.

Through the use of visual, auditory and kinaesthetic learning, we ensure that our children will learn in the best possible way, acquiring more or new knowledge and benefiting from significant learning experiences.

We believe effective learning takes place in a variety of contexts:

- investigative and interactive
- both within and outside the classroom
- both independently and collaboratively
- research and finding out, including problem solving
- asking and answering questions, including the opportunity for open-ended ones

As a result we offer the following:

- a creative curriculum
- an entitlement curriculum
- opportunities that allow for pupil interaction: group work, pair work, independent work and whole-class work
- teaching children how to learn
- active involvement in own learning including developing own learning goals
- a range of Assessment for Learning strategies that allow children to be reflective
- celebration of learning both in school and through the extended curriculum

## Six core elements of our provision

### 1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Through our curriculum planning; our use of subject leaders; our CPD programme and our staffing patterns we aim to ensure that all learning is led by staff with excellent subject knowledge.

### 2. Planning

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the standard at which they are working.

### 3. Interventions

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

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#### 4. Home learning

We recognise the importance of pupils' learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on pupils' learning.

#### 5. Assessment for Learning

Secure knowledge of each pupil's current progress is a core element of teaching and learning and we use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. Fundamental to our formative assessment procedures is Assessment for Learning (AfL).

A range of AfL strategies are used in the classroom:-

- Can I statements and individual or group targets are made explicit and shared with the pupils.
- Success criteria are agreed by the pupils and teacher.
- Self and peer assessment is used against the success criteria.
- Pupils are engaged in their learning and, wherever possible, receive immediate feedback on their progress.

We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

#### 6. Marking and feedback

We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning.

We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our aim is for feedback to be more often positive than negative and for it to be sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback: in marking, in target-setting and orally is to give pupils' precise and motivating information about how well they are doing and what they should do next to improve.

Regular internal moderation takes place to ensure our judgements are consistent both within year groups and across phases.

#### Inclusion

Our aim is for all pupils to have an equal opportunity to reach their full potential across the curriculum regardless of their race, gender, social and cultural background, ability or physical disability. The school recognises the need for an inclusive curriculum, which is delivered by the effective teaching strategies as identified in this policy.

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**Outcomes: basic skills, classroom climate, pupil attitudes**

- **Basic skills**

We are proud to have achieved the Basic Skills Quality Mark (March 2017) as it demonstrates our belief in the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths, so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

- **Classroom climate**

Through careful and imaginative planning; our high quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

- **Pupil attitudes**

We are a Church of England School and our teaching and learning is rooted in our values system. We teach the values of: Love, Peace, Joy, Kindness, Gentleness, Generosity, Self Control, Patience and Faithfulness. Using these values, the children are encouraged to reflect upon their learning and actions at all times. We also develop the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking.

**Home School Partnership**

We believe that parents / carers have a fundamental role to play in helping children to learn. We do all we can to inform parents / carers about what and how their children are learning by:

- maintaining frequent contact through learning logs / eSchools
- holding termly parents' evenings to discuss children's progress
- holding parental workshops to inform parents of various teaching strategies / curriculum updates
- sending an annual written report to parents / carers in which we explain the progress made by each child and indicate how this can be improved further.
- explaining to parents / carers how they can support their children with home learning.

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- supporting our Parent Teacher Association with fundraising events that help with buying resources for school to further enhance the quality of teaching and learning

### The Learning Environment

A stimulating and interactive learning environment is a key feature in a child’s journey through school. It provides a positive climate for learning and shows children how their effort and achievement is valued through the work that is on display. At Farnworth CE we ensure that our classrooms and school building provide an attractive and exciting learning environment. Displays are changed regularly to ensure that the classrooms, corridors and halls reflect the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. Highly visual and interactive displays, such as, ‘working walls’, are used to engage pupils and encourage independence. Year groups provide consistency between their classrooms so that as children move from room to room they are still surrounded by high quality teaching and learning materials.

All our classrooms are well resourced with an interactive whiteboard / TV, classroom computers with internet access, class libraries of fiction and non-fiction books helping to facilitate a wide range of different teaching and learning activities. Increasing access to portable technology in the form of iPads has also been made available through the PTA’s generous support.

### Planning and Preparation

Planning for curriculum delivery is consistent across the whole school. Teachers use long term plans to give an overview across a year group, Medium term plans explain learning intentions, differentiation and resources and weekly plans relate to each class and where appropriate, individual children.

Teachers are given weekly planning, preparation and assessment time with their year group colleague to ensure that delivery of the curriculum is consistent across the classes and allows for progression. Accurate and up-to-date record keeping is vital enabling staff to keep records of individual and class progress and will inform planning for future lessons.

Planning files are accessible in all classrooms and are used to support the evaluation of the effectiveness of teaching and learning by the headteacher and senior leadership team

### Celebrating excellence and effort

Our weekly celebration assembly celebrates work done in class and outside achievements including sporting success. School events such as concerts and class assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Our Learning Platform and Twitter are used to celebrate these achievements too. Pupils are encouraged to believe that any work that is exhibited (performance or display) should be their highest standards of personal attainment.

Pupils respond best when praised for good effort and work. Staff are encouraged to make use of the reward systems to encourage and motivate the children. The house teams in school support children’s learning and team points can be awarded for work in the curriculum as well as behaviour and effort. Children who have made an extra effort in class can be sent to the head teacher for a special reward and a note home / text to parents.

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## Monitoring and Evaluation

The teaching and learning policy will be reviewed by the headteacher and senior leadership team as part of our whole school self-evaluation procedure. The effectiveness of the policy will be evaluated using a range of indicators that ensure high standards in the quality of learning and teaching is maintained throughout the school. This will ensure that staff development and appraisal policies promote good quality teaching.

Staff development needs will be identified in line with this policy; supported by the appraisal process. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. Teaching and learning is monitored through:

- agreed lesson observations throughout the year
- 'drop ins' to ensure teaching is consistent from lesson to lesson
- learning walks to ensure consistent classroom environments / behaviours for learning
- regular pupil progress meetings to analyse pupil attainment
- scrutiny of children's work, including marking / feedback
- success in meeting teaching and learning priorities in the school development plan

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly. We provide guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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# APPENDIX



Handbook for inspecting schools in England under section 5 of the Education Act 2005<sup>i</sup>

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### Quality of teaching, learning and assessment

1. The CIF sets out the overarching criteria for judging the quality of teaching, learning and assessment.
2. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment in schools by evaluating the extent to which:
  - the teachers’ standards are being met<sup>1</sup>
  - teachers and other staff have consistently high expectations of what each pupil can achieve, including disadvantaged pupils and the most able
  - teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
  - assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
  - assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
  - except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers
  - the school’s engagement with parents and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
  - equality of opportunity and recognition of diversity are promoted through teaching and learning

<sup>1</sup> ‘The teachers’ standards’, Department for Education, 2011; [www.gov.uk/government/publications/teachers-standards](http://www.gov.uk/government/publications/teachers-standards).

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- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

**Sources of evidence**

3. Inspectors will use a considerable amount of first-hand evidence gained from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching. Direct observations in lessons will be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teachers and support assistants have on pupils’ progress. Inspectors will **not** grade the quality of teaching, learning and assessment in individual lessons or learning walks.
  
4. Inspectors will consider:
  - leaders’ evaluations of teaching and its impact on learning
  - how information at transition points between schools is used effectively so that teachers plan to meet pupils’ needs in all lessons from the outset – this is particularly important between the early years and key stage 1 and between key stages 2 and 3
  - whether work in all year groups, particularly in key stage 3, is demanding enough for all pupils
  - pupils’ views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
  - information from discussions about teaching, learning and assessment with teachers, teaching assistants and other staff
  - parents’ views about the quality of teaching, whether they feel their children are challenged sufficiently and how quickly leaders tackle poor teaching
  - scrutiny of pupils’ work, with particular attention to:
    - pupils’ effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
    - how pupils’ knowledge, understanding and skills have developed and improved
    - the level of challenge and whether pupils have to grapple appropriately with content, not necessarily ‘getting it right’ first time, which could be evidence that the work is too easy
    - how well teachers’ feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Inspectors should note the clarification points set out in Part 1 about pupils’ work and marking.

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5. In evaluating the accuracy and impact of assessment, inspectors will consider how well:
- teachers use any assessment for establishing pupils’ starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place.
  - assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum
  - teachers make consistent judgements about pupils’ progress and attainment, for example within a subject, across a year group and between year groups.

**Inspecting the impact of the teaching of literacy including reading**

6. Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.
7. Inspectors will consider the impact of the teaching of literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils’ literacy, especially for pupils at risk of underachieving.
8. During the inspections of infant, junior, primary and middle schools, inspectors must listen to children reading. They should place a particular focus on hearing lower-attaining pupils read and should discuss their reading with them. This is to find out how effectively the school is teaching reading and to assess whether the pupils are equipped with the phonic strategies needed to tackle unfamiliar words. There may be occasions when inspectors need to hear lower-attaining pupils read in Years 7 and 8 in secondary schools.
9. Inspectors should decide which pupils they will listen to read, taking into account the school’s progress information and published data on reading and other information such as lesson observations. In addition to the lower-attaining pupils, inspectors should listen to some of the most able pupils read. Inspectors should hear children read from books that are appropriate to their age, including from previously unseen books. When listening to younger children read, inspectors may use the national phonics check material<sup>2</sup> to help them make their judgements about the impact of phonics teaching. Wherever possible, inspectors should listen to children reading within a classroom or in an open area with which pupils are familiar.

<sup>2</sup> Statutory guidance ‘2016 Key stage 1: assessment and reporting arrangements (ARA)’ (Section 7: Phonics screening check), Standards and Testing Agency, April 2016; [www.gov.uk/government/publications/key-stage-1-assessment-and-reporting-arrangements-ara/phonics-screening-check](http://www.gov.uk/government/publications/key-stage-1-assessment-and-reporting-arrangements-ara/phonics-screening-check).

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## Inspecting the impact of the teaching of mathematics

10. When evaluating the effectiveness of a school's work in mathematics through the analysis of performance information/published data, observations in lessons and scrutiny of pupils' work, inspectors will consider:

- how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes, including those taught by non-specialist teachers of mathematics in secondary schools
- in the mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching:
  - fosters mathematical understanding of new concepts and methods, including teachers' explanations and the way they require pupils to think and reason mathematically for themselves
  - ensures that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it rapidly and apply it fluently and accurately, including when calculating efficiently and in applying arithmetic algorithms
  - uses resources and approaches to enable pupils in the class to understand and master<sup>3</sup> the mathematics they are learning
  - develops depth of understanding and readiness for the next stage, be it the next lesson, unit of work, year or key stage, and including into post-16 mathematics. Note that the national curriculum for mathematics<sup>4</sup> at key stages 1 and 2 specifies the aims and then states, 'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace'. At all key stages, the national curriculum<sup>5</sup> states, 'Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on'
  - enables pupils to solve a variety of mathematical problems, applying the mathematical knowledge and skills they have been taught

<sup>3</sup> An increasing number of schools are adopting mastery approaches to the teaching of mathematics. Such approaches reflect particular beliefs and pedagogical practices. However, it for each school to determine, in the best interests of its pupils, how the mathematics curriculum is taught.

<sup>4</sup> 'Statutory guidance - National curriculum in England: mathematics programmes of study', Department for Education, July 2014; [www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study).

<sup>5</sup> 'Statutory guidance – National curriculum in England: mathematics programmes of study', Department for Education, July 2014

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- how well pupils develop and/or use their mathematical knowledge, understanding and skills across the curriculum.

**Grade descriptors for the quality of teaching, learning and assessment**

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

**Outstanding (1)**

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

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- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

**Good (2)**

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths.
- Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils’ reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

**Requires improvement (3)**

- Teaching, learning and assessment are not yet good.

**Inadequate (4)**

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**Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.**

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

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<sup>i</sup> School inspection handbook  
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