



Ryelands Primary and Nursery School

Teaching and Learning Policy

This Teaching and Learning Policy was developed in consultation with staff. It will be presented to Governors in April 2018 for approval and is renewed annually.

Policy reviewed on 25th April 2018

Intended Policy Review – April 2021

The implementation of this policy will be monitored by: Matthew Towe (Deputy Headteacher) in consultation with the Leadership Team and a nominated Governor, Mr Len Guest. If necessary this policy will be updated in the interim by the Senior Leadership Team.

This policy should be read in conjunction with:

- Assessment Policy
- Behaviour Policy
- Curriculum Policy
- Early Years and Foundation Stage Policy
- Feedback and Marking Policy
- Nurture Policy
- Special Educational Needs Policy

Approved by _____ (Headteacher)

Date: _____

Approved by _____ (Governor)

Date: _____

School Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

Purpose

This policy outlines the approach to learning and teaching in our school and underpins all other policy documents. In defining what we consider to be good learning and teaching, our aims are:-

- To promote consistency, so that all our pupils learn effectively and make maximum progress
- To have a shared understanding of what constitutes good learning and teaching to enable us to reflect upon our own work
- To enable the work of the school to be evaluated

Principles

We recognise that:

- Good relationships are the key to promoting good learning
- All our children need to achieve their full potential academically
- All our children need equal access to the curriculum
- The social, cultural, spiritual and moral development of each child contributes to overall success
- All our children need to develop as interested, independent learners
- All our children need to develop self confidence in a learning environment where their contribution is valued
- All staff need to adopt a teaching style which fits the needs of the children as well as the National Curriculum and EYFS Curriculum which makes best use of time and resources
- Teaching needs to be engaging, interactive and relevant

The Learning Environment

We seek to provide a learning environment, which is:

- Safe and secure
- Interesting and stimulating
- Well-resourced and well organised to promote pupil independence
- Visually calm and uncluttered
- Aesthetically pleasing
- Well ventilated and comfortable
- Language rich
- Number rich

There will be evidence of:

- Clearly labelled, well ordered, accessible resources
- Well produced displays covering the breadth of the curriculum

- Quality interactive displays which ask questions to highlight key learning points
- Displays which celebrate the children's work and have been erected to a high standard, so as to set a standard of presentation
- Technology to support the learning process

The atmosphere will be appropriate to the learning task and could be:

- Purposeful working with children on task independently
- Calm and relatively quiet
- Promoting confidence enabling the children to 'have a go'
- Consistency with high expectations of work and behaviour
- Promoting enquiry
- Fun and engagement

Teaching

Teaching has the most direct impact on the rate of progress each child makes. The following points are crucial in promoting a high standard of teaching. At Ryelands, we have teachers who:

- Plan effectively (see section on planning and preparation)
- Understand what motivates their pupils
- Incorporate a wide range of teaching/learning styles
- Are prepared to change approach in response to children's reactions
- Know the next steps in learning for every child in their class
- Have clear expectations on behaviour and learning
- Match work to ability
- Use worksheets sparingly
- Provide children with time to act upon advice
- Have good subject knowledge
- Have high expectations of themselves and pupils and will encourage these expectations to be achieved
- Provide a good role model (punctual, well organised, speak and dress appropriately)
- Set and follow well established routines
- Are excited about the lesson themselves, enjoy teaching and have a great sense of humour!

Our teaching has:-

- Clear learning objectives and success criteria, which are shared with pupils and are visible
- Appropriately differentiated activities which focus on the learning objectives
- Outcomes that are achievable and give the children a sense of achievement
- Clear modelling and/or scaffolding of the task/activity
- Targeted support within the lessons which meets individuals needs
- Feedback or marking which is meaningful and appropriate (refer to marking and feedback policy)
- Appropriate use of groupings
- A wide range of teaching/learning styles
- Appropriate use of pace
- A wide range of questioning techniques (open, closed, direct, inferential etc.)
- Challenge and risk taking is encouraged
- Pupils involved in their own learning
- Day to day assessment (see section on assessment)

Planning and preparation

Planning is carried out at three levels:

- Long term: to ensure National Curriculum coverage (set in place by the curriculum lead and subject leaders); In EYFS a scaffold of possible topics
- Medium term: topic/sequence of learning overview completed for each topic or theme taught
- Short term: weekly plans for English, Mathematics, guided reading, phonics and big maths; EYFS- weekly plan and continuous provision plan (refer to early years policy for further information)

In writing plans, teachers are aware that they should be:

- Effective and concise
- Consistent following a whole school approach
- Evidencing the effective use of support staff
- Planned in advance of lessons
- Evaluated afterwards to aid future learning and/or assessment and annotated to indicate next steps in the learning process
- Following curriculum policy and foundation policies (e.g. presentation and marking)
- Differentiated (sublevels to match ability on weekly core plans)
- EYFS linked to children's interest and misconceptions

All lessons should have a clear focus based on:-

- Clear learning intentions based on EYFS/NC
- Clear learning outcomes
- Clear success criteria
- Well differentiated activities to promote the intentions
- Appropriate challenge, matched to ability
- Build on prior learning and current knowledge
- Informative feedback to pupils about their work
- The provision of time to act upon advice

Good preparation for lessons means that:-

- Work from previous lessons is marked
- A broad range of resources are available and ready for use
- Support staff are confident in their contribution to the lesson
- There is sufficient working space
- Lessons start and finish on time

Learning

Learning needs to be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration. Our learning strategies will be:

Interactive, motivational, focused, well paced, engaging, collaborative, engaging and target driven.

Children should be taught to:

- Be involved in creating the success criteria for lessons
- Have the ability to ask and answer questions
- Concentrate when listening
- Contribute to discussions in a relevant way
- Cooperate with peers and staff
- Solve problems and generate answers
- Select, use and put away relevant resources
- Develop organisational skills
- Respond to a task, accept challenges which are set and persevere to complete a task
- Take risks, knowing they are safe to do so
- Take pride in the presentation of work of any kind
- Respond well to established routines
- Know personal learning targets and develop self-assessment strategies
- Know what they have achieved
- Develop an intrinsic curiosity of the world around them
- Think critically
- Extend and consolidate their skills
- Develop self-help strategies

Refer to Curriculum policy for Values, Skills and attributes.

Developing Teaching and Learning- the role of CPD

At Ryelands Primary School we offer continued professional development to our staff; we are continually reviewing and developing our procedures. This process is overseen by the Teaching and Learning Lead.

The appraisal process in school is used as a vehicle to identify the professional development needs of teachers, teaching assistants and learning mentors. This annual process, initiated in early Autumn, is used as a means to link staff performance to the presenting needs of the school through school improvement planning (SIP). Staff progress towards targets and professional learning needs and aspirations are reviewed mid-year and evaluated at the beginning of the following cycle.

Staff training needs are assessed early in the year but training provision is also made as new strategies are developed and implemented through the academic year. A range of options are utilised to fulfil training needs, including participation in County led training courses and a range of additional activities led by a range of providers. Training provision is based on school need and best value.

Deployment of a Teaching and Learning Coach

This individual works alongside staff and Local Authority Consultants in many contexts: one to one, small groups and whole school in order to maximise learning and teaching opportunities across the whole school.

- NQT+ support – a bespoke half termly programme of development for those staff members who are recently qualified
- Actioning and maintaining staff records of CPD according to individual needs
- Team teaching focusing on individual, targeted areas of development
- Shared book scrutinies – professional discussions to develop good practice in books
- Staff meetings on a variety of teaching and learning aspects according to need
- Conducting learning walks to identify individual and whole school development needs
- Arranging opportunities for staff to observe peers to develop practice

Relationships

The management of behaviour is a crucial element in effective teaching and is based upon the development of good relationships and upon the consistent application of the agreed school behaviour policy. The school actively teaches and promotes effective behaviour for learning

Good relationships will be promoted through a nurturing approach:-

- Warmth and understanding
- Older children having roles which entail supporting the younger children in school (buddy)
- Restorative justice to repair relationships after conflicts
- Establishing a good relationship with every child
- Understanding the contribution that each child can make
- Communicating interest and enthusiasm
- Fairness in the application of rules and rewards
- Good staff role models
- Effective home-school links
- Positive talk time
- All staff speaking respectfully to each other and children
- Pastoral system

Good behaviour will be promoted through:-

- Setting clear boundaries which are consistent throughout school
- Consistently effective teaching
- An appropriate, stimulating and challenging curriculum
- Promoting pride/self esteem
- Development of self-discipline
- Role modelling by all adults in school
- Sense of community in and around school
- Effective home-school links/ Parents aware of expectations
- Actions have consequences (both positive and negative)
- Agreed behaviour policy
- Expectations are high; good behaviour is the norm

Assessment

To measure progress of the children and the effectiveness of the taught curriculum, assessment is vital. Assessment in our school takes many forms (See assessment Handbook), but it mainly forms into two categories: formative and summative. Both are important to the progress of our pupils. The following points form our view of the essentials of assessment:-

- There is a need for consistency
- There should be a standard approach to all assessments
- A written policy should guide all staff
- Assessment should be appropriate to the needs and age of all children
- There should be allowance for flexibility
- Formative assessment should be ongoing, following the principles of Assessment for Learning
- Support staff can make a positive contribution to formative assessment
- Feedback to pupils is a motivational teaching strategy
- Marking is a vital element of assessment and should consistently follow the school's policy
- Children should be taught to reflect upon their work
- All teachers need a working knowledge of the key learning indicators/early years development matters criteria for the range of children in the class
- Summative assessment data should be analysed for trends and to identify gaps in the curriculum
- Assessment should be used to celebrate success and promote self esteem

Refer to assessment policy

Monitoring and Evaluation

This policy will form the basis for the internal monitoring and evaluation of the work of the school. It will be used as a point of reference by all staff who observe classroom practise, survey teachers' planning, scrutinise children's work and give feedback to colleagues. It will also serve as a tool for teachers to evaluate their own practise.

It is the role of staff to monitor and evaluate this policy by questioning their own practice and by being a 'critical friend' to colleagues. A curriculum subject leader will monitor and evaluate the delivery of the subject across the school by:-

- Checking planning
- Sampling children's work
- Visiting and observing lessons
- Having their own teaching observed
- Submitting reports to the Headteacher on monitoring progress
- Discussion with pupils

The school leadership team will make arrangements to formally monitor the effectiveness of teaching and learning in the school and report performance and progress to the school's Governing Body on a termly basis. The SLT will develop a comprehensive schedule of observations and scrutiny to judge the quality of provision across all classes and year groups in school. This process will enable leaders to not only make judgements about the quality of provision, but also identify strengths and identify areas of development for individuals and groups within the staff team.

All monitoring activities will result in developmental feedback for staff and the identification, where necessary, of further training. The outcomes of these processes will be recorded for individual staff on a Teaching and Learning Professional development and impact log. Team Leaders and the SLT will review these on a regular basis to track progress.

The teaching and learning lead will use summary documents to provide an annual teaching and learning update to the school's Governing Body. In addition, the school's nominated teaching and learning Governor will visit the school each term for a specific update on progress.

The School Improvement Plan will include a specific action plan linked to the development of teaching and learning in the school. This plan will be updated termly with impact statements and will be made available to Governors on request. In addition, at the termly Governor Standards and effectiveness committee meeting senior staff will update the members on the progress school is making towards achieving these targets.