



# Teaching and Learning Policy

This Teaching and Learning Policy was developed in consultation with staff. It will be presented to Governors in November 2024 for approval.

Policy reviewed October 2024

Intended Policy Review – October 2027

The implementation of this policy will be monitored by: Sophie Sanders (Deputy Headteacher) in consultation with the Leadership Team and a nominated Governor. 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 Presentation Policy
- Special Educational Needs Policy

Policy Created:		October 2024			
First Presented to Governors for approval:			6 <sup>th</sup> November 2024		
Proposed Review Cycle/Next Date:		3 Year		October 2027	
Approved by (Headteacher)			Approved by (Governor)		
Date:			Date:		
Policy Review History					
Date:		Date:		Date:	
Key Changes:		Key Changes:		Key Changes:	
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Presented to Governors:		Presented to Governors:		Presented to Governors:	

## **School Mission Statement**

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

## **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 practice
- 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**

At Ryelands, we understand that our physical environment can have a significant impact on learning. Therefore, we make sure that it is a priority to only have resources and systems in our classroom that can help our learners to achieve their best. We view our physical space as a vital element of how our children learn, and as such, have created documentation highlighting what you would expect to see in our classrooms. (Appendix 1)

We understand that our classrooms are spaces where ALL learners should be able to achieve their best, so ensure that we follow documentation and research on how to make our classrooms inclusive spaces where all children can flourish.

We do not expect all classrooms to look the same, but we do expect that we have considered what is best for ourselves and the children as learners.

## **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
- Use worksheets sparingly to support learning (apart from in Mathematics where sheets are used to support pictorial representations and scaffolding)
- Have excellent subject knowledge
- Have high expectations of all pupils
- Set and follow well-established routines
- Are excited about the lesson themselves and enjoy teaching

Our teaching has: -

- Clear learning objectives and success criteria
- 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 individual needs and same day intervention, where appropriate, to support progress of pupils
- Feedback or marking which is meaningful and appropriate (refer to Feedback and Presentation Policy)
- 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 using metacognition techniques to promote self-regulation
- Continuous assessment (see section on assessment)

## **Planning and preparation**

Planning is carried out at three levels:

- Long term: to ensure National Curriculum coverage with curriculum overview documents that show coverage for each subject per half term (set in place by the curriculum lead, subject leaders and year group teams).
- In EYFS, curriculum overviews show coverage of the curriculum throughout the year. This is supported by area of learning-specific progression documents.

- Medium term: topic/sequence of learning overview completed for each topic or theme taught – this should be taken from the progression documents that have been produced for each subject and year group.
- Short term: weekly plans for English, Mathematics (S plan), guided reading, phonics; 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 in following a whole school approach
- Evidencing the effective use of support staff
- Planned in advance of lessons
- Following curriculum policy and foundation policies (e.g. presentation and marking)
- Differentiated to maximise progress for all children
- EYFS linked to children's interest and next steps

All lessons should have a clear focus based on:-

- Learning intentions based on EYFS/NC
- Learning outcomes
- Success criteria
- Well scaffolded activities to promote the learning 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

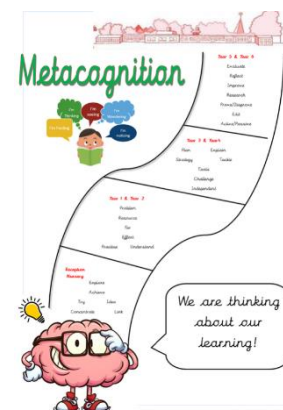
Good preparation for lessons means that:-

- 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

Good reflection for learning means that: -

- Teachers consistently monitor the progress of all pupils
- Teachers identify pupils needing extra support and plan/adapt their next steps
- Children understand what they have done well and what they may need to do to improve

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. Metacognition strategies are used to create self-regulated learners. Learner of the Day is used to teach the children age-appropriate vocabulary associated with their learning and will be awarded based on characteristics of a good learner, with clear examples of how a child has displayed that. Split screen objectives are used in one or two lessons weekly, where there will be a lesson objective for the main learning outcome and a focus on metacognition and which skill is being used to become an effective learner. 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
- 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

### **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.

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, 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 LA-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.

Ongoing CPD opportunities include: -

- ECT 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 looks – professional discussions to develop good practice in books
- Weekly 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
- Half-termly phase meetings to review specific aspects of teaching and learning
- Termly pupil progress meetings with the Deputy Headteacher and SENDCo to discuss and evaluate impact on pupils' learning
- Half-termly SEND/behaviour forums for support staff

## **Relationships**

The management of behaviour is a crucial element in effective teaching. It 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.

We believe that positive relationships with each child are a fundamental part of what makes learning possible. Where issues arise, these are addressed through a restorative approach (as outlined in the school's behaviour policy). Staff strive to work as role models for positive behaviour, communicating with all children and demonstrating how best to handle potentially tricky situations and interactions.

Consistency is the key to positive outcomes in terms of our approach to dealing with behaviour. All teachers should set clear and consistent boundaries in all areas of school, based around the Ryelands 3Rs.

We endeavour to help our children to develop their own skills in building relationships using the Thrive Approach, Zones of Regulation and metacognition practices.

Further detail is provided in the school's behaviour policy.

## **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 Policy). The following points form our view of the essentials of assessment:-

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents which enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school

## **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 monitor teaching and learning. It will also serve as a tool for teachers to evaluate their own practice.

It is the role of leaders (including subject leaders) 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 and governors 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 monitoring to evaluate 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 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 the monitoring will be given verbally to individual staff, with a written summary of findings and actions recorded on monitoring and feedback forms.

The teaching and learning lead will use summary documents to provide a termly 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 RAG rated evaluations on the progress school is making towards achieving these targets and will be presented to governors at the Governor Standards and Effectiveness Committee meeting.

## APPENDIX 1

### Classroom Environment

Our expectations:

- NO CLUTTER – tidy and well-organised surfaces
- Classroom flow should be considered – where are resources placed to keep disruption to a minimum – is it better to have trays/resources in personal trays?
- The 3 Rs
- Zones of Regulation
- Values Display
- Metacognition vocabulary display
- Working walls – ones that are actually used and referenced
- Pictures of the children – so they feel like they belong
- Up to date globe and maps
- Examples of the children's work

- A range of clocks
- Maths manipulatives
- Key vocabulary displayed (for ALL topics)
- We are reading....
- Visual timetable
- Reading corner
- Plants – living things that are well cared for
- Unobstructed windows – let the sunlight in as much as possible
- Fresh air