



Teaching and Learning

This policy was reviewed and updated by governors on

11th January 2022

Signed :.....

Chair of Curriculum and Pastoral Committee

- 1. Philosophy for teaching and learning**
- 2. Conditions necessary for effective learning to take place**
 - **Physical and emotional security**
 - **School routines**
- 3. Effective learning**
 - **Building Learning Power**
 - **Connected learning**
 - **Learning styles**
 - **Enquiry based curriculum**
- 4. Teaching**
 - **Curriculum planning**
 - **Lessons**
 - **Assessment**
 - **Further opportunities for learning**
- 5. SEN**
- 6. Parental Involvement**
- 7. Equal Opportunities**
- 8. Role of the Governing Body**

Appendix A – Learning Environment Policy

Appendix B – Classroom Management and Resources

Appendix C – School Routines

1 Philosophy for teaching and learning

We believe that:

- As humans we never stop learning and that we learn from both success and from our mistakes
- A child's teacher has a huge impact on their learning
- Regardless of the stage a teacher is at in his/her career, it is always possible to review and evaluate teaching and learning in the classroom in order to make it more effective
- Children need to develop their 'Learning Power'. They need to be systematically taught and given opportunities to develop, understand and apply thinking strategies so as to learn more successfully both in and beyond school
- The acquisition and use of language is a top priority for our children because language is the means by which we acquire knowledge and develop ideas about what we know, understand, create and aspire to. Without a good grasp of language we cannot learn effectively
- Whilst we do give weighting and priority to the core subjects as defined by the National Curriculum together with RE, we give equal value to the full range of curriculum areas as we recognise the importance of a broad and balanced curriculum for all children
- No single approach to teaching and learning is effective for every child, teacher, subject or activity all of the time
- Children learn best when there is a consistency of approach across the school
- A non-exhaustive list of other school policies relevant to teaching and learning are listed in Appendix A

2. Conditions necessary for effective learning to take place

Physical and emotional security

- Children need to feel physically and emotionally secure for learning to take place
- They need to be able to talk with someone who will listen
- Self-esteem needs to be fostered throughout school

Learning environment (see Appendix A for the full policy for the learning environment)

- The learning environment plays a crucial part in promoting conscious and unconscious learning
- Rooms should be welcoming and allow children to feel comfortable and safe
- Classrooms should be stimulating with quality displays of both children's work and information

School routines

All adults in school have a responsibility to ensure that children move around school in a quiet and orderly manner so that the learning of other children is not disturbed or interrupted.

Teachers have a responsibility to follow agreed school routines in order to ensure consistency throughout the school and to develop other systems within their own class to ensure teaching and learning opportunities are maximised.

Pupils have a responsibility to arrive at school every day on time, with appropriate equipment and ready to learn. Pupils and staff should agree classroom rules at the start of each year.

Details of agreed school routines are set out in Appendix B

3. Effective learning

a. Building Learning Power

As a school we believe that when children take responsibility for their learning and are given opportunities to develop, understand and apply thinking strategies, they learn more successfully both in and beyond school.

Opportunities for the development and employment of 'Learning powers' should be considered at all stages of planning, and throughout the school day.

b. Making Links

Learning is about making links. In order to encourage this, children are encouraged to contribute to curriculum planning so they can see the 'big picture' and at the beginning of each lesson are told what they are going to learn and how this links to what they have learnt previously.

Links in what they are learning are identified so that children can learn to recognise them for themselves. Mind maps may be used to reinforce/develop these skills.

c. Learning styles

Children have different preferred learning styles (visual, auditory, kinaesthetic). These are considered when planning activities, together with variation of activities within lessons so that children remain engaged and motivated.

d. Enquiry based curriculum

The curriculum within school is enquiry based so as to give children: opportunities to work collaboratively, make decisions, ask questions, generate and test hypotheses, interpret evidence, explain findings and set goals, and to reflect on and evaluate their learning.

4. Teaching

We believe that a child's teacher has a huge impact on their learning. It is therefore essential that we are prepared to review and evaluate our classroom practice in order to make it more effective.

The curriculum we teach, how we teach it, and the assessment information we gather must all be used to promote children's learning.

Curriculum planning

Maths

- There are agreed Medium Term plans that teachers use from the White Rose Maths hub which are used to cover the skills in maths.
- There are agreed weekly electronic whiteboard planning screens across school
- Mental Maths challenges are incorporated into daily teaching to develop mathematical agility and speed
- Some mathematical concepts are incorporated and taught through other areas of the curriculum

English – Writing

- Medium term planning for Years 1 – 6 is based both on the objectives specified in the Primary National Curriculum for English and on the writing purposes set down in the school's whole-school Writing strategy. These dictate the text types to be taught in each unit of learning and the linked sentence/word-level foci.
- Aspects of the Talk4Writing approach to Writing are used across the school to ensure consistency of teaching approach and to engage children in shared, guided, and ultimately, independent writing. Additional approaches to the teaching of writing are used from Key Stage 1 upwards.
- Planning for Writing on a weekly basis includes a variety of grammar, spelling and punctuation activities. Planning is produced in the form of electronic screens
- Wherever possible, links are made between Writing and Foundation subjects, such as Geography and History, so that children are motivated to transfer their knowledge and skills across the curriculum.
- Individual lesson objectives, which are linked to assessment objectives taken from the National Curriculum, are shared with children in the form of WALT and WILF statements and are written in child-friendly language.

English – Reading

- Early Reading is taught from Reception using the ReadWrite Inc. phonics scheme exclusively and continues until children are able to decode age-related texts fluently.
- From Years 1 – 6, Reading comprehension is taught using a whole-class teaching approach using a range of strategies, including RIC (Reading, Inference, Choice) tasks, Reciprocal Reading, and, as children progress through Key Stage 2, focused activities based on different areas of comprehension, such as vocabulary, retrieval and inference.
- In all year groups, small group phonics or guided reading sessions are delivered where children need focused support in addition to whole-class teaching. (See the Reading Strategy.)

RE

- The school follows the Diocesan scheme of work – Understanding Christianity
- Planning is recorded on an agreed planning format and makes links to all key faiths
- Opportunities within class to develop pupil's spiritually is evident across school

ICT

- Computing skills are taught in accordance with the 2014 Curriculum objectives
- Online Safety is taught as an important part of the computing curriculum
- ICT skills are then practised and contextualised through other areas of the curriculum as detailed in the whole school curriculum map

Science and Foundation subjects

- Planning for these subjects is drawn from the whole school curriculum map which sets out the skills to be taught in each year group
- Each year group prepares a topic overview for the year and indicates on the curriculum map the term in which specific skills will be taught
- After discussion with the children, in order to establish both their prior knowledge and their interests, a more detailed medium term plan is drawn up, usually based on questions, in order to promote discussion and enquiry
- Short term planning is then carried out on an agreed format and details the specific lesson objectives, activities and success criteria for each lesson
- Through evaluation of children's learning, teachers refine and adjust their short term plans, and if appropriate medium term plans, to address the children's needs
- Science teaching incorporates skills and knowledge into a unit and links to the curriculum topic where possible.

All planning is stored within the e-planning folder on the s:\ drive.

Lessons

- The lesson objective is set out in planning and for the children as the 'WALT' (We are learning to...). It is used at the beginning of each lesson to ensure children know what they are going to learn and how this connects to what they have learnt previously
- The success criteria for the lesson, 'WILF' (What I'm looking for...), are also set out in planning and made explicit to the children. These will frequently link to the objectives in English, to the skills set out in the Curriculum map.
- Plenaries are used where appropriate within or at the end of each lesson to reflect on what has been learnt, for children to evaluate their own learning against the success criteria and to consider what the next steps in their learning might be, and for teachers to assess children's understanding and progress
- Since the acquisition and use of language is a top priority for our children, speaking and listening play an important part in all lessons. Adults' use of written and spoken language should be accurate and concise and children should be given the opportunity to develop their language skills in all areas of the curriculum. A range of questioning styles should be used, especially the use of open questions to promote explanations and aid assessment of learning/understanding
- Evidence of prior attainment is used to set tasks and activities which match children's abilities and are appropriately differentiated
- Adults have high expectations of both achievement and behaviour
- Positive adult/pupil relationships are promoted with a view to encouraging self esteem and mutual respect
- Teachers ensure that there is an appropriate pace to lessons and that they finish on time
- Classroom support staff support children's learning as directed by the class teacher, who retains responsibility for the children's learning
- Constructive feedback, both oral and through marking, is provided to children so they can progress in their learning

Assessment

Please see Assessment and Marking Policy

Assessment for learning - This is an integral part of every lesson and is used to establish how the children are progressing in their learning, what their next steps need to be, and to revise/refine curriculum planning. Marking and feedback written and oral provide effective assessment for next steps.

Summative assessment - Teachers keep up-to-date and accurate records of attainment in order to inform their own planning and for whole school use. These are recorded on the school's assessment tool spreadsheets which are analysed three times a year.

Further opportunities for learning

In accordance with our belief that we never stop learning and our recognition of the need for a broad and balanced curriculum together with our commitment to identifying children's talents, we aim to enrich children's learning by means of visits, extra curricular activities, and by encouraging and supporting children to pursue interests outside the classroom

The use of homework activities is one means by which we seek to do this. Pupils are given a set of activities, linked to their topic to research over the half term. There is an expectation that the pupils select at least 2-3

to complete and return and share in school. Additional to this are Reading records and activities sent home across EYFS and KS1 and recorded in planners for KS2.

5. SEN

Evidence of prior attainment is used for all children to set tasks and activities which match children's abilities and are appropriately differentiated. For some children who have been identified as having special educational needs, additional support may be required to enable them to participate fully in lessons. Details of specific support given, beyond normal classroom differentiation, is set out in Individual Education Plans

6. Parental involvement

Parents are important partners in developing children's learning skills. They are crucial in fostering a positive and constructive approach to learning. The main points of this Policy will be shared with parents through our school newsletter, the school website and in discussions with parents at parents' evenings.

7. Equal opportunities

As a school we seek to provide equal opportunities for all children, whatever their gender, religion, background or race. The learning needs of different groups are not always the same and it is important to recognise these differences and structure teaching and learning taking them into account. We aim for all children to feel equally included in our school and hope that our curriculum reflects the differences within our school.

8. Role of the Governing Body

The Curriculum, Pastoral and SEN committee has responsibility for overseeing standards of teaching and learning within the school, together with progress and attainment. The committee works with the school leadership teams to develop school policies in all curriculum areas. Members of this committee are invited to meet with subject leaders Key Subject activities to review teaching and learning in school.

.

Appendix A : Learning Environment Policy

The Emotional Learning Environment

Children will not learn effectively if they do not feel safe, secure and valued. A good school environment is:

- a place where children's opinions and needs are included
- a place where peace and gender equity are upheld and differences of class, caste and religion are accepted
- a place where opportunities for children's participation are extended, both inside the classroom, and in the community
- accessible to all, including those with learning disabilities, safe and secure to thrive and be nurtured.
- a place where children take responsibility for their learning
- a place where healthy lifestyles and life skills are promoted

In this school we aim to achieve this with the help of Quality First Teaching, Restorative Practice and through helping the children to learn how to learn for themselves. (Build Learning Power).

Circles are used at the beginning of every week and the end of the day to build relationships and solve problems. Affective statements are used routinely by all staff to help and encourage children to build a vocabulary to express their feelings and enable them to empathise with other people.

The Physical Learning Environment

Purpose

This policy acts as a guide to developing the classroom environment to ensure a shared understanding and consistency of approach throughout the whole school.

Rationale

Classroom environments can both support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With thought and planning an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

Aims

- To ensure that all classroom environments are bright, stimulating and welcoming for children and visitors.
- To celebrate children's achievements in all areas of the curriculum and boost their self-confidence.
- To develop classroom environments so that they are used as an interactive resource to support teaching, learning and assessment effectively.
- To support children's learning by providing prompts, models, good examples and information which they can use in their lessons on a daily basis.
- To ensure that the prompts and examples provided are referred and added to regularly so that they don't become 'wallpaper'.
- To develop children's ownership of their classroom by involving them in the development and relevance of their working environment.
- To enable children, staff and visitors to gain an insight into the work going on in classrooms.
- To reflect the learning that is taking place showing work in progress as well as finished work.
- To support children's understanding of where they are in their learning and what they need to do next.

Expectations for Every Classroom

All classroom environments will provide the following at an appropriate level for the age of the children working in the classroom. The following will also be used within lessons to support teaching and learning.

- Objectives, success criteria and key questions are displayed and referred to in lessons.
- Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning.
- Prompts to support learning about learning are available to support children's talking and thinking about learning.
- Key questions/grids are displayed and used to trigger prior knowledge.
- Curriculum displays include statements & questions to highlight key learning points & foster curiosity.
- Key literacy and mathematics objectives are displayed together with children's progress towards these.
- Visual prompts and resources are available to support achievement of curricular targets.
- Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.
- Collections of words or phrases are displayed and updated regularly to support learning e.g. sticky notes, cards, and pocket charts.
- Vocabulary and definitions of words are referred to, discussed and used within teaching.
- Good examples of work are displayed, annotated, and referred to during lessons by teachers and children
- Reflective area that enables pupils to respond to and develop their spirituality and well-being

Working Walls

The classroom learning environment for English and maths is based on the 'working wall' approach, where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.

A working wall is:

- Situated close to where you most often teach
- A place where children can find key information about their current learning
- Added to over a series of lessons and constantly used and referred to
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current and a teaching aid, reinforcing teaching points
- Adapted to suit purpose and age related
- A place to display targets and a place for planning / structure of children's work
- Explicit acknowledgement of children's contributions
- A place that has visual impact
- Confidence building

The Outside Environment

The school has a rich outside learning environment that can be used to enhance the Children's experiences and opportunities e.g. the school garden, log seating area, trim trail etc . Heaton woods is also a rich resource. Children should be encouraged to use these areas frequently.

Monitoring

Learning Walks will be carried out at least termly to monitor the implementation of this policy. It will also form part of the lesson observation process. This policy will be reviewed annually in line with National Curriculum developments and school priorities.

Additional ideas to develop the classroom environment so that it supports teaching and learning effectively.

Visual stimuli

Pictures,
Photographs
Diagrams
Multi-sensory objects
Posters

Interactive challenges

Lift the flaps
Tabletop displays
Can you spot?
How many?
Key questions linked to the unit of work e.g. coordinates, measurement

Checklists

Have you...?
Rules
Time lines
Presentation
Genres

Books

Fiction/non-fiction
Favourites
Reviews
Cross-curricular
Characters
Recommendations

Word lists

Wow words
Cross-curricular
Technical vocabulary
The four operations
Days of the week/month

Learning walls

Prompts

Labels
Captions
Planning formats
Number lines
Units of measurement

Success criteria

For the lesson objective
For curricular targets

Good examples

Teachers'
Previous year's pupils
Example text
Sentence of the week/day
Artists' work
Use of models and images

GPS

Vocabulary
Connectives
Openers
Punctuation
Spelling

Useful processes

Look, cover, say...
Reading skills e.g. skimming, scanning...
Steps to solving problems e.g. RUCSAC

Appendix B – Classroom Management and Resources

In order to facilitate consistency throughout the school, the following systems should be in place in every classroom:

Classroom management

- Class files (purple) - These should be stored within the classroom cupboard and should be kept up-to-date. They include a section for Pupil Passport Plans for children on the Special Needs Register and children with allergies and medical needs.
- Planning files - These are electronic and saved on the s-drive accessible to all
- Exercise books for maths and English should have colour coded spots to indicate level of ability:
Green – extension
Yellow – core
Red – modified
Blue - SEND
- Model handwriting script should be displayed near to the IWB
- Class timetable should be displayed clearly in the classroom

Classroom resources

All resources should be clearly labelled and easily accessible by children.

Key Stage 1

The following resources and equipment must be kept on children's tables:

- Pencils
- Rulers
- Coloured pencils
- Individual word books

The following resources should be kept **either** on children's tables **or** in clearly labelled drawers:

- Whiteboards
- Whiteboard pens
- Whiteboard erasers
- Scissors (can be in scissor blocks)
- Glue sticks
- Felt pens

Key Stage 2

The following resources and equipment must be kept on children's tables or individual clear pencil cases:

- Pencils / Pens
- Rulers
- Whiteboards / Whiteboard pens
- Whiteboard erasers
- Highlighters
- Coloured pencils / Felt pens
- Scissors
- Glue sticks

Resources should be returned neatly to their places and checked at the end of each session.

Appendix C – School routines

Movement around school

All adults in school have a responsibility to ensure that children move around school in a quiet and orderly manner so that the learning of other children is not disturbed or interrupted.

Corridors / Hall

- Children should walk on the left hand side of corridors
- When large groups or classes of children are moving through corridors an adult should be at the start of the line of children. If a second adult is present they should follow the last child.
- Children should be stopped at regular intervals and wait for the whole class before moving on so that all children can be closely supervised at all times.
- Children should not talk in corridors when moving about school in large groups in lesson time.
- Children should always enter the hall quietly whether this is for PE or worship/assembly.

Playground

- Reception classes: Parents of children in reception classes bring the children into the cloakroom from 8.35 a.m. At the end of all play times the children line up in the playground in the identified location.
- Years 1 – 6: Designated doors are opened for children to enter school from 8.35-8.45am. Children who arrive after this time need to enter via the office and are recorded as being late.
- One teacher, HLTA or Cover Supervisor should be present at the end of each playtime and lunchtime to escort each class from the playground
- Children should be taught to walk on footpaths and to stay in their lines
- At the end of playtime the children should stand still when the first bell is rung.
- When the second bell is rung, children should walk quickly to their class line and **line up in register order**.
- The class teacher will ensure all children are quiet before leading them to entrances.
- One lunchtime adult will follow at the back of the line to ensure children enter school quietly.
- An adult should then stay in the cloakroom area to supervise the children.

Classes that consistently do this well may be rewarded with an extra playtime as and when appropriate (Supervised by class staff).

Classes that do not meet expectations will use a playtime for them to practise the expected behaviour. (This should be limited to smaller groups of children where particular children persistently let their class down.)

General school routines

In order to encourage consistency of expectation, staff will ensure that the following organisational procedures are followed:

In both Key Stages

- Children will line up in the playground in alphabetical order at playtimes.
- Children will change from out-door to indoor shoes when coming in from the playground in the morning, and other times when using the hall
- Indoor shoes and swimming kit to be kept in drawstring bag or carrier bag on children's pegs (Rucksacks are to be discouraged due to lack of space)
- PE kits to be worn on the day of PE instead of uniform.
- Circles completed at the end of the day when required.
- Class prayer at the end of each day before children go home.

- At the end of the day floors and tables should be clear and chairs stacked in KS2 to facilitate cleaning
- With the exception of reception classes, for security reasons, parents should avoid coming into cloakroom areas. Parents should make appointments through the office or class teacher
- Teachers should inform office staff if they notice any significant or regular patterns of absence.

Reception Classes

At the start of the day parents are encouraged to come in to the cloakroom and classroom with the children between 8.35am and 8.45 a.m. Due to COVID restriction Parents are asked to leave children at the cloakroom. The children then gather together on the carpet for early work; practising name writing etc ready for registration.

KS1

- At the start of the day children will go straight to the carpet for early work and registration
- Each class will have table, classroom and milk monitors.
- A 'hands down' policy is to be used in school. Calling out is actively discouraged

KS2

At the start of each session:

- Each cloakroom area will be supervised by one adult to ensure the children change shoes quickly and sensibly before proceeding to the classroom.
- All bags, except for reading bags, are to remain in the children's lockers. Children should take their homework, reading book and (KS2 only) diary/planner into the classroom.
- Children will gather on the carpet or at tables to complete early work
- All writing equipment will be provided by school and checked at the end of each session.
- Resources to be tidied at the end of each lesson.
- A 'hands down' policy is to be used in school. Calling out is actively discouraged