

St Helen Auckland Community Primary School



Teaching and Learning Policy

Headteacher:

Chair of Governors:

Date:

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This policy aims to:

This policy summarises the expectations and common working practices within the school. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which our school aspires. It also reflects the aims and objectives of the school and supports its vision.

We want our children to get the best from their education and thrive in an environment that is safe and stimulating.

Principles.

Learning is fundamental to our school. At St Helen Auckland Primary School we recognise the importance of learning. Our curriculum is designed to:

- **recognise a child's prior learning, abilities and experiences**
- **provide stimulating and relevant first hand experiences**
- **enable children to apply skills and knowledge in meaningful contexts**
- **develop interpersonal skills**
- **build resilience, collaboration and perseverance**
- **support resourceful and reflective learners**

We recognise that education involves pupils, parents, staff, governors, the community and the local authority, and that for the best benefit we all should work closely together to support the process of learning.

Working together, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress
- ensure pupils can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, thinking skills, self-respect, self-discipline and positive attitudes
- encourage all pupils to be enthusiastic learners, promoting their self - esteem, self-worth and emotional well-being

- develop pupils' confidence and capacity to learn and work independently and collaboratively
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust
- encourage pupils to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world
- encourage pupils to value the diversity in our society and the environment in which they live
- encourage pupils to become active and responsible citizens, contributing positively to the community and society.

As a school, we are committed to following our school rules, which are:

- **We care for our school**
- **We care for each other**
- **We always do our best**

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. All members of the school community should work towards the school's aims by:

- valuing pupils as individuals and respecting their rights, values and beliefs
- developing and promoting good relationships and a sense of belonging to the school community
- providing a tidy environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of diversity
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another.

Senior leaders at our school will:

- have a clear and ambitious vision for providing high-quality, inclusive education to all
- celebrate achievement and have high expectations for everyone
- hold staff and pupils to account for their teaching and learning
- plan and evaluate strategies to secure high-quality teaching and learning across the school
- manage resources to support high-quality teaching and learning
- provide support and guidance to other staff through coaching and mentoring
- input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- address underachievement and intervene promptly
- meet the expectations set out in the curriculum policy, behaviour policy, and marking and feedback policy

Teachers will:

- provide a challenging and stimulating curriculum designed to encourage all pupils to reach their potential
- recognise and be aware of the needs of each individual child according to their ability
- ensure that learning is progressive and continuous
- provide clear information on pupil progress
- have a positive attitude to change and the development of their own expertise
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice
- be good role models, punctual, well prepared and organised
- actively engage parents/carers in their child's learning [specify how teachers are expected to do this - for example via newsletters, website, letters, open days/mornings], including clearly communicating the purpose of home learning
- update parents/carers on pupils' progress termly. In the autumn term offer an open evening and phone call. In the spring term, offer a face to face meeting and in the summer offer a phone call.
- meet the expectations set out in the curriculum policy, behaviour policy and marking and feedback policy
- be conscientious in keeping their knowledge and understanding of educational issues current by attending CPD organised by school or further training when available

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health
- informing the school of reasons for their child's absence
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment
- providing support for the discipline within the school and for the teacher's role
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- support the school's homework policy and give due importance to any homework
- ensuring that all contact addresses and telephone numbers are up to date and correct
- allowing their child to become increasingly independent as they progress throughout the school

Support staff at our school will:

- know pupils well and differentiate support to meet their individual learning needs
- support teaching and learning with flexibility and resourcefulness
- engage in providing inspiring lessons and learning opportunities
- feedback observations of pupils to teachers
- ask questions to make sure they've understood expectations for learning
- identify and use resources to support learning
- have high expectations and celebrate achievement
- demonstrate and model themselves as learners
- meet the expectations set out in the curriculum policy, behaviour, policy, and marking and feedback policy

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep
- attending school regularly and punctually
- being organised, bringing necessary equipment, taking letters home promptly, etc
- conducting themselves in an orderly manner in line with the expected behaviour policy
- being responsible for their own learning.

The community is invited to support the school by:

- contributing to activities such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models so children respects role
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills
- supporting school events
- voluntarily helping in the classroom and around school with reading or visits etc.

Subject Leads have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities
- monitoring progress in their subjects and advising the Headteacher/Curriculum Lead on action needed
- taking responsibility for the purchase and organisation of central resources for their subjects

- Keeping up-to-date through reading and attending relevant courses
- help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

Planning and preparation

- The foundation for curriculum development is the School Development Plan, which is developed through a process of discussion and collaboration with staff.
- At St Helen Auckland Primary School we are committed to following the programmes of study required by the National Curriculum 2014. Carefully produced plans ensure a full coverage. Subjects are now planned and taught as discrete subjects to ensure progression, this will be developed and refined as needed. Regular staff meetings are planned to discuss the curriculum and share information from network meeting, work scrutiny and any other requirements.
- Long term plans can be found on Microsoft Office 365 within subject leader's files along with further resources to help teachers deliver lessons. Medium term plans can also be found here in the medium term planning file.

4. Planning

Long term planning has been drawn up by subject leaders to cover each year group's curriculum expectations. These plans provide full coverage of subjects.

Medium term plans are produced by the teaching staff in each year group with advice from subject leaders where needed. They show which lessons will be taught and in which order.

Lessons will be planned well to ensure good short, medium and long-term progress.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning environment

When pupils are at school, learning will take place in the classrooms, the hall, on the field, in the canteen, in the library and the computing room.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Specify the strategies you will use to do this, for example:
- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Adapting teaching
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

[See SEND policy and statement of equality information and objectives]

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available at the beginning of every half term, they will be sent home in learning logs.

Home learning will be reasonable in challenge and length and children will have lists of words to practice every week.

8. Marking and feedback

Feedback will be given either individually or verbally and the use of stamps will be used accordingly. Whole class feedback will be given or individual depending on what would be most successful to aid learning.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment, for example through ongoing formative assessment and summative assessment, either at the end of a half term or whole term.

We will have regular progress meetings with SLT and teachers regarding progress of children.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

SLT, curriculum lead and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from children in pupil discussions
- Book scrutinies

11. Review

This policy will be reviewed every year by the headteacher and chair of governors. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- > Behaviour policy
- > Curriculum policy
- > SEND policy and information report
- > Marking and feedback policy
- > Assessment policy
- > Equality information and objectives