

Slindon CofE Primary School



Teaching and Learning Policy

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Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

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1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

At Slindon CofE Primary School it is our belief that all children should be regarded as **Unique** individuals, who have access to the highest quality teaching and learning, which enables them to **Learn and Develop** in a supportive and challenging environment. We recognise that children need an **Enabling environment** in which they can develop **Positive relationships**, and attitudes to their learning.

We also follow our Christian vision of the Fruits of the Spirit, in all of our teaching and learning.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Pupils learn best at our school when they:

- Have their basic physical needs met (Maslow's Hierarchy of Need)
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. We value the links we have with parents and through our home school agreement, we make clear the expectations on staff and teachers.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning - Across the school year we will have two parents evenings to discuss the progress and attainment of the children. We will also produce a written report, which will be followed with an informal drop in. We welcome parents to come and talk to the staff before and after school. We communicate our home learning through our home learning policy and the takeaway tasks the children receive, within a term.

- The teachers will follow the marking and feedback policy, assessment policy and relevant curriculum policies for their cohorts.

3.2 Support staff

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
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- 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

3.3 Subject leaders

Subject leaders at our school will:

- 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
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- 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

3.4 Senior leaders

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

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning

- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

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

4. Planning

As a school we follow a set of principles, which allow all of us to learn and develop together:

- 1) Unique - Every child, and adult, within our care is unique and has their own strengths and interests.
- 2) Positive relationships - We are a strong school community, with links to the local church and area.
- 3) Learning and developing - We understand that all children learn differently and use our unique location to create a memorable and challenging curriculum.
- 4) Enabling environments - Our school is an exciting place to learn and work.

We are set within the South Downs National Park, in the beautiful National Trust village of Slindon, near Arundel in West Sussex. We take advantage of the beautiful grounds that we have, including the forest that we have direct access to. Learning Outside the Classroom is at the heart of our curriculum. Being outside is what we do and how we learn.

Our calm and happy school is one in which children thrive, are inspired and challenged to learn. We are exceptionally proud of how well our children achieve and their enthusiasm for learning, with a fantastic behaviour for learning evident around the school.

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

The schemes of work we use include:

- Phonics Shed
- Literacy Shed
- Spelling Shed
- White Rose
- NCETM- National Centre Excellence Teaching Mathematics.
- Charanga
- Access Art.

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 across the school. We also use the Coronation Hall for PE and collective worship.

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
- Working Walls with current learning.
- 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. Adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt 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

To do this we will:

- Use support staff effectively to provide extra support
- Work 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

- Provide writing frames and word banks

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.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

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8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

For more information please refer to the marking and feedback policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment:

- Teachers will use retrieval practice and formative assessment on a daily basis.
- Half-termly assessment will take place in reading, writing and maths.

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.

School leaders 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 the school council
- Planning scrutinies
- Book scrutinies

11. Review

This policy will be reviewed every three years. 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 policies
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives