

Teaching & Learning Policy

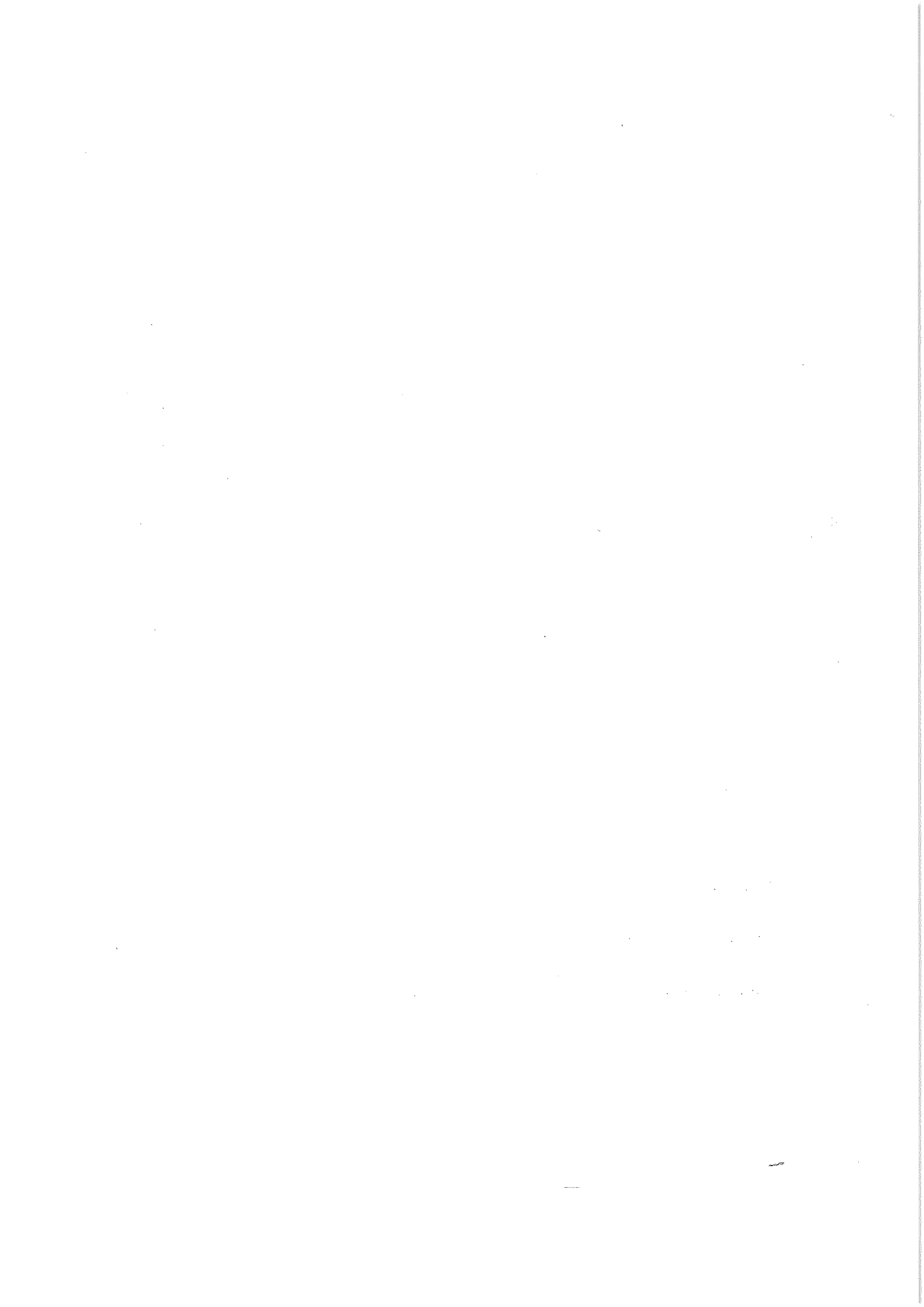


St Werburgh's C of E
Primary School

Date approved: March 2017

Date next review: February 2019

Approved by/date: *B A Leath* 5-5-17



Aims and purposes

St. Werburgh's Church of England Primary School aspires to provide high quality learning experiences which enable all children to become:

- successful learners who enjoy learning and who are making continued and sustained progress;
- confident individuals who are able to live a safe, healthy and fulfilling life;
- responsible citizens who make a positive contribution to society.

In order to ensure that achievement is prolonged and sustained we need to ensure that high quality teaching and learning is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement. We deliver this within a Christian atmosphere that is safe, friendly and consistent.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.

At St Werburgh's Primary school we teach RE, Maths, French, ICT and PE as discrete subjects whilst adopting a more themed approach to the foundation subjects and English.

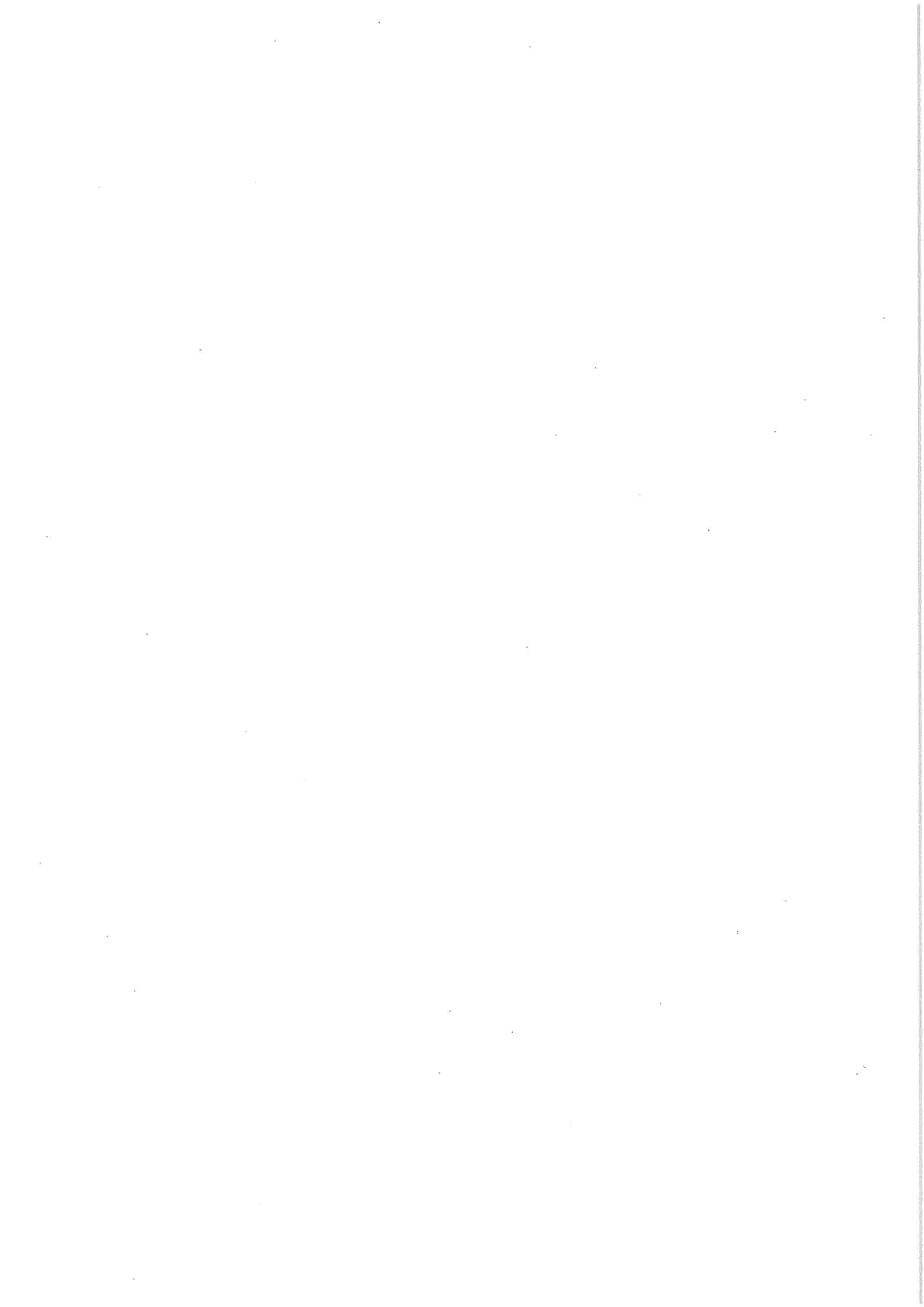
Our Curriculum takes the new National Curriculum content and uses a "thematic" (topic or theme) approach to teach multiple learning objectives across different subject areas. In avoiding narrow subject based lessons, pupils have the opportunity to see linkage between subject areas and learning objectives. We use problem solving and open ended tasks, drama and role play to help children see "the whole picture".

Key elements and principles of teaching and learning across our school – a practical guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning.

All lessons have...Clear Learning Intentions

- Learning intentions are shared orally and displayed.
- All learning intentions are written up and shared orally in child friendly language.
- The learning intention is written or stuck into children's books.
- Students know exactly what they are going to learn and what is expected of them by the end of the lesson.



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All lessons have... *Well planned success criteria/learning outcomes*

- All pupils are clear about how they will achieve the learning intention.
- Success criteria are often displayed for the children to follow during the lesson or drawn up with the children
- Weekly planning includes success criteria/learning outcomes
- Children use the success criteria to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

All lessons are ...*Clearly differentiated to enable all pupils to access learning*

- All learners are challenged appropriately.

All pupils are...*Actively engaged in learning and work co-operatively*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- *Talk Partners* are regular features in lessons.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone participates
- Children explain their ideas clearly

Learning is enhanced through... *effective use of questioning*

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.

All pupils receive regular and clear ...*feedback which enhances learning*

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual targets are set half-termly for Maths and Writing – these are displayed on the classroom wall and in the front of their books and the children refer to them during lessons.
- When marking children's work, the main focus is on meeting the learning intention, success criteria and/or targets.
- Marking identifies improvement points
- Pupils are given regular time to address issues raised in marking. (See marking policy)

Learning is enhanced through ...*The use of ICT.*

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- ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Learning is enhanced through the use of... *Effective behaviour management*

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy 'It's Good To Be Green'.

Learning is enhanced through the ...*Effective use of additional adults*

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged and have impact on the pupils' learning.
- They are clear about *who* they are supporting and *why*.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants mark books in green in accordance with the marking policy

Learning is enhanced through... the effective use of a plenary and mini plenaries

- *Review* what has been learned
- *Reflect* on how it has been learned.
- Provide clarification of misconceptions and extension where needed.

Learning is enhanced through...a great classroom environment

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

Learning is enhanced through...trips, visits and enrichment activities

Trips are organised to enhance and support the curriculum along with events and visitors to school e.g. "Animal Magic" and engagement activities are used to start a topic off and inspire the children e.g. a book or film.

All classes across the school should have:

Literacy/ Maths/Theme information walls

Every class should have a working wall for English, Maths and theme. This should reflect the work currently being studied.

Prayer corners

Each classroom has a dedicated place specifically where the children can post/offer prayers. These areas are interactive and change through the year to allow children to take part in different prayer activity.

Target displays

These clearly show the child the target that he/she is working on in Maths and English.

Well labelled and neatly organised resources

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Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

English and Maths

At St Werburgh's we use a cross curricular approach where children can apply, practise and embed skills including in English and Maths.

Partnership with Parents

At St Werburgh's we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Regular parent workshops
- Regular parent meetings
- Whole school celebrations
- Letters of communication
- Information posted on our website

Assessment

See separate assessment policy

Teaching and learning in the early year's foundation stage.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

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They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist Parents as teachers and learners in a partnership approach, for the benefit of all.

Planning:

Planning takes place termly, mid termly and weekly and takes account of information from observation and information from parents. This may include children's interests preferred ways of working, and identified schematic behaviour.

Evaluation: Monitoring and evaluation form the basis of informed planning. Verbal evaluations take place constantly and planning is flexible to take account of this information.

The Learning environment:

At St. Werburghs we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time.

Outdoor Provision

All children in the EYFS have access to the outdoor learning environment. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum. (See outdoor play policy).

Partnership with Parents

At St. Werburgh's we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Regular parent workshops focussed on learning in the EYFS
- Regular parents meetings/open afternoons
- Whole school celebrations