



Lenham Primary School

Teaching & Learning Policy

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1. Introduction

At Lenham Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy will ensure children receive a consistent and inclusive entitlement and influence how the curriculum is taught.

Lenham Primary school wants to develop confident lifelong learners who are able to achieve in an information based society.

This policy itself seeks to encourage frequent professional debate and discussion among staff and personal reflection by individuals about their own strategies and teaching styles. It also aims to develop the learning styles of adults and pupils in our school.

2. Aims and Objectives

To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

At Lenham Primary School we believe that teaching and learning are intricately interrelated but learning does not necessarily happen as a result of teaching. We accept that the most significant impact on learning comes from inspired teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the subject and the child's stage of development. Teachers have clear expectations, are enthusiastic, well organised and consistent. Teachers plan lessons employing appropriate strategies and differentiation, with clear learning objectives which are shared with, and understood by the children.

- **We believe that** children work best when they have a clear understanding of the objectives and expectations of the lesson; when faced with challenging but achievable tasks; when motivated by and interested in the subject and when their self-esteem is high, thus enabling them to reach their full potential.
- **We believe that** children benefit greatly from being totally involved in the process of learning and teaching through formative assessment and excellent feedback.
- **We believe that** children work best in a stimulating environment conducive to learning, where they feel valued and secure. This develops confidence, independence and mutual respect within a calm and harmonious atmosphere. Children should have access to the best resources, with shared responsibility for their management.
- **We believe that** every child should have an equal opportunity to achieve their full potential regardless of race, colour, gender, disabilities, special educational needs or socio-economic background.

3. Planning the curriculum

A long term plan has been drawn up by staff that provides full coverage of subjects and has been planned to facilitate a creative curriculum.

Medium term plans are produced by the staff teaching in each class with advice from subject leaders. They show which topics will be taught, when and how.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation, showing how the less able children will be developed and how the more able will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

4. Quality of Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of technology
- Fieldwork and visits to places of educational interest
- Creative activities
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

Pupils learn best in an environment where positive attitudes to learning are encouraged:

- ✓ Where expectations of all staff and pupils are high.
- ✓ Where the standard of teaching is at least good.
- ✓ Confidence and self-esteem are valued and promoted.
- ✓ Pastoral care and differing emotional intelligences are recognised.
- ✓ Relationships between pupils and adults are good with mutual interaction and respect. Learning is inclusive, stimulating and well organised.

- ✓ The attitudes of tolerance, consideration, responsibility and self-discipline are promoted.
- ✓ School organisation encourages pupils' independence.
- ✓ Through a variety of pupil groupings that support inclusion, including whole class, groups and pairs.
- ✓ Through a variety of teaching strategies including questioning, instructing, explaining, observing, discussing and demonstrating.
- ✓ Through a broad and balanced curriculum which reflects the National Curriculum, Foundation Stage Curriculum and the individual interests and needs of the pupils. The curriculum is differentiated appropriately taking account of ability, cultural background and equal opportunities.
- ✓ Through direct and first hand experiences.
- ✓ Where teachers plan effectively so there are clear learning intentions which the pupils understand. The success criteria are clearly explained and pupils are involved in planning their own learning.
- ✓ Where feedback and marking are used to improve the pupils' learning, encouraging and involving them so they understand what success looks like, know what the next steps are and can evaluate their own work.
- ✓ Where the pupils are engaged in worthwhile, challenging and appropriate tasks that encourage them to fulfil their highest potential.
- ✓ Through a structured and organised approach to the class day in which the pupils understand their role and that of all adults.

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self assessment Quality of Teaching
- Teachers should:
 - Seek to inspire pupils
 - Challenge pupils and have high expectations
 - Plan to use a variety of teaching methods which take into account different learning styles
 - Plan the use of resources including additional adults
 - Give clear and specific instructions and explanations
 - Follow the school policy with regard to discipline and classroom management
 - Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
 - Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning

5. Structure of lessons

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Usually each lesson will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

7. Classroom environment

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to Literacy and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from the children.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

CHILDREN WILL THEREFORE....

- Recognise and appreciate excellent teaching
- Take risks
- Be motivated to learn and achieve high standards
- Display creativity
- Smile and laugh
- Engage with learning and develop a full range of learning styles
- Become questioners and be able to develop learning through thinking effectively
- Give and receive feedback effectively
- Enjoy learning and school
- Discuss their learning with their parents
- Be life-long learners
- Behave well
- Achieve the best they can

7. The evaluation of practice

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

More formal observations are carried out by the Headteacher and SLT team on a regular basis.

The Governing Body have agreed the Pay Policy and the Performance Management Policy.

Annual reviews for teachers take place when targets will be reviewed and new ones set.

Three targets (one based on pupil performance, one on a common school issue and one for individual professional development) are set each year for all teachers out of their NQT year.

Parents' Evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

8. The role of the Headteacher

As the 'Leader of Learning' the headteacher supports by:

- ✓ Ensuring staff understand and agree on the hallmarks of effective teaching and learning, and share a commitment to their implementation.
- ✓ Following observations provides feedback which acknowledges good practice and provides challenge and development.
- ✓ Valuing staff strengths and expertise and shares these within the school.
- ✓ Encourages staff to develop both professionally and personally.
- ✓ Providing CPD that allows good opportunities for staff development and addresses the priorities identified in the School Improvement Plan.
- ✓ Monitoring and evaluation of the teaching strategies, curriculum content, progression and expectations which improves practice.
- ✓ Providing adequate and appropriate resources.

9. The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents evenings to explain our school strategies for teaching literacy, maths and health education
- Sending information to parents at the start of each term in which we outline the topic that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress of each child and indicate how the child can improve further
- Explaining to parents how they can support children with their homework

- We suggest, for example, regular shared reading with very young children, and support for older children with their topics and investigative work.
- We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:
 - Ensure that their child has the best attendance record possible
 - Ensure that their child is equipped for school with the correct uniform and P.E. kit
 - Do their best to keep their child healthy and fit to attend school
 - Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
 - Promote a positive attitude towards school and learning in general

Children's learning is enhanced by a positive relationship between parents and school. Parents can contribute by COMMITTING to the home/school agreement and:

- Being interested in their child's learning
- Being aware of and following school procedure and rules
- Being willing to support activities related to the school
- Being aware of their child's role within the school

Ensuring that their child is ready for the school day by:

- Being punctual
- Having reading folders
- Having named PE kit
- Wearing appropriate school dress
- Encouraging independence
- Being alert and ready to learn

Communicating with staff effectively by:

- Reading and responding appropriately to school letters
- Making appointments to see staff about any concerns when necessary
- Providing an emergency contact number
- Attending parents evenings and school meetings
- Informing the school of any absences.

10. The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policy through the school self review processes. These include reports from the 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.

11. Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Links to other policies and documents

- ✓ Assessment Policy
- ✓ Curriculum Policy
- ✓ Behaviour and Discipline Policy
- ✓ Equality, Diversity and Inclusion Policy
- ✓ PSHE Policy
- ✓ School Improvement Plan
- ✓ Homework Policy.

This Policy agreed at Curriculum Committee on 25th September 2014.