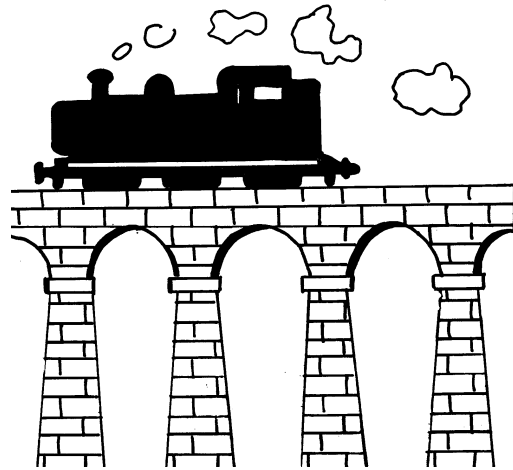


Chappel C of E (VC) Primary School



On track for success

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| Name of Policy | Learning and Teaching Policy |
| Author | Julie Ingram |
| Discussed with staff | 30 th October 2017 |
| Agreed by Governors | 31 st October 2017 23 rd March 2021 |
| Review Date | Autumn Term 2023 |

Chappel C of E (VC) Primary School

Learning and Teaching Policy

Our school is on track for success.

The Chappel school family nurtures independence and self-belief promoting a passion for learning so all aspirations are achievable.

At Chappel C of E (VC) Primary School we strive to

- Promote healthy hearts and nurture enquiring minds;
- Encourage the school community to feel welcome, safe and valued within a Christian ethos;
- Empower children to be independent learners and contributing members of the community;
- Recognise parents and carers as essential partners in their children's development;

Our curriculum will

- be varied, challenging and inspiring;
- build upon first hand experiences;
- be rich, stimulating and relevant;
- enable children to enjoy learning

Our Core Christian Values are

- Tenacity
- Tolerance
- Faith
- Courage
- Respect
- Compassion

Learning and Teaching Policy Introduction

- a) Learning and teaching are the key functions of our School.
- b) At Chappel C of E (VC) Primary School we work towards the aims of the school through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the school environment and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.
- c) We believe that:
 1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
 2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
 3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
 4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims

a) General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Chappel C of E (VC) Primary School and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

Principles which underpin our policy for teaching and learning

We believe that pupils learn through the active construction of personal meaning, guided and supported by the teacher, other adults and the learning environment. Our overall approach is therefore one which maximises first hand experience, investigation and talk for and about learning.

Roles in achieving our aims for teaching and learning

All members of the school and wider community have a potential role to play in promoting effective learning

School Staff

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners.

Children

To support the aims of the School through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

Parents and Carers

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- To attend and contribute to *Assertive Mentoring Meetings*;

- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables (please refer to Homework Policy);
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- Meet with the Head Teacher at least once a year to find out about;
 - the school's systems for planning work, supporting staff and monitoring progress;
 - the allocation, use and appropriateness of resources;
 - how the standards of achievement are changing over time.
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;

Implementation of the Learning and Teaching Policy

A. What is 'good learning'?

At Chappel C of E (VC) Primary School we believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

Context: how pupils learn

Our view of effective learning determines the planning and teaching strategies which we adopt (outlined under each key heading)

We believe that pupils learn best when:

They are helped to recognise links between new and existing knowledge and skills, and learning is recognised as cumulative

- Use of introductions
- Clarifying the 'big picture'
- Sharing objectives and relating to previous learning

They have opportunities to work practically and concretely before generalising and abstracting

- Balance of activities (practical/ recorded etc)
- Wide range of practical equipment and structured play activities
- Maximising 'first hand', concrete experiences

Learning is clearly relevant to them and they understand why they are doing a piece of work or activity

- Tasks presented in everyday, relevant contexts
- Stories used to contextualise
- Reference made to prior learning
- Pupils own questions elicited and valued
- Homework / home school activity links

They have genuine opportunities to make choices and take responsibility in learning

- Planning includes flexible outcomes where appropriate
- Open ended activities and exploratory activities are offered
- Resources and materials are freely accessible

They are able to see the progress they are making and recognise next steps for learning

- Involvement in reflective plenaries/discussions
- Formative, informative marking and feedback
- Pupils record activity outcomes
- Reading diaries
- Self recording mechanisms against key skills e.g. phonics/key word lists
- Evaluating own work
- Target setting (formal and informal)

They feel positive about themselves as learners

- Tasks have an inbuilt high chance of success
- Classroom ethos and talk is positive
- Pupils are willing to take 'risks' in learning
- Learning is talked about in positive ways

Individual learning styles and abilities are provided for

- Teachers plan for a range of activities and use a range of teaching styles
- Teachers are aware of potential learning styles and acknowledge in planning e.g. VAK/multi sensory approaches
- Differentiation is planned for and monitored
- Groupings are varied and flexible

They feel that teachers and other adults care about their development as learners

- Use of reward systems
- Whole class talk and discussion
- Positive, encouraging ethos which allows challenge to be accepted

There is as much talking about work as doing it

- Whole class inputs - introductions and plenaries
- Group work
- Open teacher questioning

The learning area is organised to give maximum access to resources, and promotes independence

- Available resources
- Labelling
- Role of pupils as responsible monitors
- Classroom talked of as 'our' space
- Classroom rules and roles

There is a positive reward system that teachers, pupils and parents value

- Use of stickers
- Verbal praise
- Positive, encouraging body language

PROCEDURES:

1. Structures (how each of these fits into fulfilling the aims of the policy: practical implementation)

- **Curriculum organisation and modes of working**

See also; Long Term Curriculum Map and Chappel School Time Analysis

At Chappel C of E (VC) Primary school we strongly value the concept of themed teaching, we believe that children learn best when they can build on prior knowledge and experience within a meaningful context. Our curriculum will be carefully planned to ensure that the requirements of the National Curriculum are met and a broad balance of subject areas are covered over a three year programme of topics. Wherever possible links between subjects areas will be made to maximise learning opportunities.

Class teachers will use a variety of teaching styles to deliver their teaching including the use of ICT via the Interactive Whiteboard. Students will undertake a range of activities, planned by the teacher to engage children using a variety of learning styles e.g. visual, kinaesthetic and audio; with an emphasis on learning through first hand experiences.

- **Deployment of teachers and other adults (e.g. parents/TAs/specialist teaching)**

See also; SEN Policy, TA support timetable

Teachers are mainly responsible for their class, however on occasions they may swap classes or split classes depending on the nature of the activity and the expertise of the teacher.

TA's are deployed according to the needs of the children and may not work with just one class. Our TA's have a range of specialist skills which are best developed and used across the school, therefore a timetable of support has been devised.

- **Resources. inc library etc**

All classrooms have Interactive Whiteboards and access to the internet. Resources are deployed according to age suitability; however they are not for the sole use of one class but may be used by any child within the school if deemed appropriate. Resources should be clearly labelled and accessible to both staff and children.

- **Home school links**

See also; Home School Agreement

Currently the main method of making home/school links is via the reading record books and homework books. Teachers should see these on a weekly basis (as a minimum) for younger children this will involve adults searching through book bags but for year 3 upwards we would expect the children to be sufficiently independent to hand in books if the teacher/parent has written a comment requiring a response.

Parents are encouraged to speak to the class teacher if they have any concerns; appointments can be made by telephoning or emailing the school office. Equally if the teacher has a concern they may well approach a parent at the end of the school day or will telephone to discuss the issue.

- **Celebrating and modelling success**

See also; Behaviour Policy and Marking and Feedback Policy

In the first instance all staff use verbal praise for good work or appropriate behaviour. This is supplemented by the use of reward stickers which culminate in the award of Merit Certificates (Bronze, Silver, Gold and Diamond).

Each week staff select children to go in the Golden Book, these children are presented with an award in assembly, to which their parents are invited.

Work is marked using either written comments, which include comments on what went well or verbal feedback appropriate to the age of the child.

- **Using ICT**

All teachers are encouraged to use ICT to deliver the content of the whole curriculum where appropriate.

Children have access to laptops which can be used for the delivery of ICT but can also be used for the completion of work in other subject areas. Currently we have two laptop trolleys with a bank of 26 laptops, which give very good pupil laptop ratios and allow for ICT to be used throughout the curriculum where appropriate.

2. Continuity and progression (how continuity of approach and progress is maintained through the following)

- **Main emphases in teaching and learning**

The overarching ethos of Chappel C of E (VC) Primary school is that we treat children as individuals and move their learning on from the point they have achieved. In order to do this thorough assessment and planning are required. The teacher needs to know what children already know and what they need to know next.

- **What is 'good teaching'?**

At Chappel C of E (VC) Primary School we believe that good teaching is when teachers (and other school staff);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;

- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.
- Are reflective regarding their professional practice and the overall provision the School offers.
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

- **Planning**

We have a whole school format for planning both weekly planning and medium term planning. This ensures that all teachers consider the inclusion of key elements in their lessons. All staff working with children are encouraged to annotate planning so that a full picture of children's attainment can be used to guide the preparation of the next lesson/sequence of lessons.

All weekly plans are differentiated to a minimum of three levels (more able, able and less able children). Teachers are encouraged to differentiate further to cater for those children with SEN where they cannot join in with the lesson as planned.

It is expected that planning will be on display in classrooms so it is readily available for other staff who may need to take the class or to inform parents. All planning should be uploaded to the staff area of the school website. Individual TA's will be given their own copy of the planning so they can prepare resources in advance of the lesson. TA's are not expected to plan for SEN children or for groups of children. Planning is the responsibility of the class teacher.

- **Role of subject co-ordinators inc. Monitoring**

Subject co-ordinators monitor the delivery of their subjects by

- Work scrutiny
- Planning scrutiny
- Observation
- Talking to children
- Working with outside advisors
- Informal discussions with staff
- Formal cross phase moderation of work

Chappel C of E (VC) Primary School assessment data flow

| Short Term Assessment (weekly or more regularly) | | | |
|---|---|---|---|
| Strategy | Purpose | Who needs information | Comments |
| Informal observations in class e.g. • Contribution to shared/guided and plenary sessions. • Responses to practical activities • Planned speaking and listening tasks. (not normally recorded and usually verbal) (may be by teacher/TA/other directed adult) | <ul style="list-style-type: none"> ▪ Informs day-to-day teaching. ▪ For immediate action -to inform + annotate weekly plans/next lesson | Class teacher Pupils TA (build up of concerns may lead to SENCo involvement) | May be at any time but often during intro or plenary (initial raising of concern may be informal) (may raise child protection issues) |
| Group assessments against learning objectives (i.e. Guided reading sessions, targeted questioning) | <ul style="list-style-type: none"> ▪ To inform annotate weekly plans/next lesson ▪ Useful as a means to target individual pupils | As above Subject Leaders have a monitoring role | Group assessments against learning objectives including teachers' evaluations. Recorded daily/ weekly |
| Individual assessments against learning objectives (targeted questioning) | <ul style="list-style-type: none"> ▪ To inform annotate weekly plans/next lesson ▪ Useful as a means to target individual pupils | As above Subject Leaders and H/T have a monitoring role | Individual assessments against learning objectives including teachers' evaluations. Recorded daily/ weekly |
| Individual / group targets set and regularly discussed and updated. (i.e. Target Sheets in front of books) (targeted questioning) | <ul style="list-style-type: none"> ▪ To inform annotate weekly plans/next lesson ▪ Encourages pupil motivation and involvement ▪ Keeps the teacher informed of individual needs. | As above Subject Leaders and H/T have a monitoring role | |
| Share learning objectives with pupils in some of the following ways as appropriate to age range. • Orally • Written on board • Recorded on worksheets • Recorded in books | <ul style="list-style-type: none"> ▪ To inform annotate weekly plans/next lesson ▪ Keeps teachers clear about learning intentions. ▪ Encourages pupil involvement and self assessment ▪ Aids focused learning | As above Subject Leaders and H/T have a monitoring role | Learning Objective (LO) Success Criteria (SC) |
| Children's' work marked against learning objectives, Feedback/feed forward | <ul style="list-style-type: none"> ▪ To inform annotate weekly plans/next | As above Subject | Success Tip |

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| teacher/peer/self/dialogue | <p>lesson</p> <ul style="list-style-type: none"> Feedback to indicate what a child has to do to improve. Teachers' identify strengths as well as indicating changes required. | Leaders and H/T have a monitoring role | Next steps |
| <p>Regular spelling checks e.g.</p> <ul style="list-style-type: none"> year group words phonics/letter strings spelling strategies | <ul style="list-style-type: none"> To inform annotate weekly plans/next lesson Identifies individual/ group weaknesses Useful as a means to target individual pupils Ensures progression | As above Subject Leaders have a monitoring role | |
| Mental maths tests (including multiplication tables) | <ul style="list-style-type: none"> To inform annotate weekly plans/next lesson Identifies individual/ group weaknesses Useful as a means to target individual pupils Ensures progression | As above Subject Leaders have a monitoring role | |
| Reading logs/diaries/journals | <ul style="list-style-type: none"> To inform annotate weekly plans/next lesson Provide feedback from individual pupils. Track progress. Provide communication link between home/school | As above Subject Leaders and H/T have a monitoring role Parents | |
| Letters and Sounds checks | <ul style="list-style-type: none"> To inform annotate weekly plans/next lesson Identifies individual/ group weaknesses Useful as a means to target individual pupils | As above Subject Leaders have a monitoring role | |

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| | <ul style="list-style-type: none"> ▪ Ensures progression | | |
| One Plan checks | <ul style="list-style-type: none"> ▪ To inform annotate weekly plans/next lesson Identifies individual/ group weaknesses ▪ Useful as a means to target individual pupils ▪ Ensures progression | As above SENCO has a monitoring role Parents | |
| Key Stage checks/discussions | <ul style="list-style-type: none"> ▪ Ensures moderation and consistency ▪ Forum for sharing good practice | As above Subject Leaders and H/T have a leading and monitoring role | These are planned into staff meetings, they may arise informally |

| Medium Term Assessment (Termly) | | | |
|---|--|--|---|
| Strategy | Purpose | Who needs information | Comments |
| Moderation exercises, school level Fiction / non fiction writing assessment tasks marked/levelled against descriptors EPSI other subjects | <ul style="list-style-type: none"> ▪ Identifies children under /over achieving i.e. National Curriculum level below/above that for age group. ▪ Informs target setting ▪ Monitors progress ▪ Ensures moderation and consistency ▪ Forum for sharing good practice | All staff, as this is a benchmarking exercise | May lead to staff meeting follow up Should lead to consistent, purposeful differentiation and next steps |
| Diagnostic testing using standardised grammar/spelling/maths skills checks; | <ul style="list-style-type: none"> ▪ Compares, confirms and supports data from other sources and teacher assessments at different points in the key stage. | Class teacher HT SENCo Subject leader | |
| End of unit assessments maths and writing | <ul style="list-style-type: none"> ▪ Compares, confirms and supports data from other sources and teacher assessments at different points in the key stage. | Class teacher HT SENCo Subject leader | |
| Pre MTP assessment in foundation subjects (concept webs, brain storming etc) | <ul style="list-style-type: none"> ▪ To group/differentiate children ▪ Track progress ▪ Target set ▪ Highlight common errors and areas of weakness | Class teacher | |
| End of MTP (topic) assessment in foundation subjects | <ul style="list-style-type: none"> ▪ Compares, confirms and supports data from other | Class teacher | |

| | | | |
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| | sources and teacher assessments at different points in the key stage. | | |
| Moderation exercises, whole school level | <ul style="list-style-type: none"> ▪ Identifies children under /over achieving i.e. National Curriculum stage below/above that for age group. ▪ Informs target setting ▪ Monitors progress ▪ Ensures moderation and consistency ▪ Forum for sharing good practice | All staff, as this is a benchmarking exercise, possibly SMT, Subject leaders | These are planned on a termly basis and can be more informal |
| Teacher assessment of individual attainment by drawing upon class, records, informal notes and written work to assess curriculum objectives and NC stages | <ul style="list-style-type: none"> ▪ Identifies children under /over achieving i.e. National Curriculum level below/above that for age group. ▪ Informs target setting ▪ Monitors progress | Class teacher subject leader SENCo Pupil, parents | Informs target tracker achievement recording and target setting |
| Upon entry assessment | <ul style="list-style-type: none"> ▪ To group/ differentiate children ▪ Track progress ▪ Target set ▪ Highlight common errors and areas of weakness | Class teacher Pupil | |
| One Plan | <ul style="list-style-type: none"> • Track progress • New Targets set • Informs level of support | Class teacher Pupil Parents SENCo | |
| Parents' Consultation Evenings | | Class teacher Pupil | Should inform of progress made and |

| | | | |
|--|--|-------------------------|-----------------------|
| | | Parents SENCo H/T | progress now expected |
|--|--|-------------------------|-----------------------|

| Long term Assessment | | | |
|--------------------------------|---|---|---|
| Strategy | Purpose | Who needs information | Comments |
| Target tracker predictions etc | <ul style="list-style-type: none"> ▪ To group/differentiate children ▪ Track progress ▪ Target set | Class teacher HT Subject leader Governors | May point out underachievement of particular groups, apparent strengths of teaching |
| Use end of Key Stage tests | <ul style="list-style-type: none"> ▪ Track progress ▪ Target set ▪ Highlight common errors and areas of weakness ▪ Confirm Teacher Assessments ▪ Report to parents | Class teacher HT Subject leader Governors | Leads to curricular targets through strength/weakness analysis Informs individual/cohort/school progress Set individual targets |
| Baseline Assessment | <ul style="list-style-type: none"> ▪ To group/differentiate children Track progress ▪ Target set ▪ Highlight common errors and areas of weakness ▪ Report to parents | Class teacher Subject leaders HT Governors | Informs individual/cohort/school progress Set individual targets |