

<b>Teaching and Learning Policy</b>	 <b>Southwold School</b>
<b>Policies and Procedures</b>	

<b>Compiled by:</b> Gemma Penny	<b>Date of copy:</b> September 2016
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## Approvals

Area/Title	Name	Signature	Date
Chair of Governors	Gavin Bray	_____	___/___/___
Head Teacher	Anna Ballance	_____	___/___/___

## Document Purpose

This policy reflects our schools values and philosophy in relation to developing the quality of learning and teaching within Southwold Primary and Nursery School. It sets out a framework within which Governors, Senior Leadership Team, Phase Leaders, Subject Leaders, Teaching and Non-teaching Staff can operate and give guidance on criteria to enable each area to be met.

A planned approach to the development of the teaching skills supports the schools aims and provides a framework for promoting lifelong learning and raising children's achievements. The principles for learning and teaching have been agreed by all stakeholders as the foundations on which to build successful practice.

## Aims

Our overarching aim is to ensure that teaching and learning at Southwold Primary and Nursery School is outstanding. In order to achieve outstanding we believe it is necessary for:

- Teaching to be stimulating and inspirational;
- Higher order questioning to be used to extend thinking skills, promote learning and assess the effectiveness of teaching and learning;
- Teaching methods to enable pupils to be active learners;
- Teachers to assess children's outcomes/progress in lessons accurately, set targets for individuals and use marking and assessment information effectively to match subsequent teaching to the individual's needs;
- Teachers to always challenge children to do better, minute by minute, lesson by lesson, day by day so that they understand what they need to do to improve and how to do it;
- Behaviour for learning to be viewed as an integral part of lessons, supported by the use of Building Learning Power;
- Adults to manage behaviour skilfully and highly consistently, so that behaviour is reliably outstanding;
- Learning environments to provide an exceptionally positive climate for learning, supporting children in their learning and providing scaffolding and good examples of outcomes;
- Time to be used highly effectively, allowing for all children to be challenged and to respond to marking targets;
- Teaching Assistants to be directed to ensure all children engage in learning and display high levels of good learning behaviours, in order to impact upon children's achievement.

## **Roles and Responsibilities**

### **Children will:**

- Take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn;
- Help to set next step learning targets and try their best to achieve them;
- Listen and respond positively to the teacher and each other;
- Demonstrate a range of positive learning behaviours linked to our language for learning (Building Learning Power)
- Display a positive attitude and love of learning, including independent, pair, group and whole class work
- Produce work that is legible and neat, exhibiting a pride in their learning and a desire to achieve their full potential

### **Teachers, supported by other adults, will:**

- Demonstrate a commitment to every learner's success, making them feel included, valued and safe;
- Raise learners' aspirations and the effort they put into learning, to scaffold behaviour for learning and to encourage thinking and ways of working;
- Engage the active support of parents, carers, and where appropriate, other outside agencies;
- Set clear, engaging, differentiated success criteria which are set, shared and matched to the curriculum expectations;
- Set clear and appropriate learning targets, explaining them, and making every learning experience count;
- Give opportunities to apply learning and practise skills to achieve targets set, within a relevant context;
- Use varied and active teaching styles that reflect the material to be learned, matching the maturity of the learners and their learning preferences, and maximising appropriate levels of time on task;
- Use challenging vocabulary and explain this during the lesson;
- Model and demonstrate work to show children the high expectations they are aiming for;
- Bring the subject alive with well-judged and inspirational activities;
- Make learning relevant to children's wider goals and interests to lay a foundation for life-long learning;
- Make cross curricular links explicit through thematic based approaches;
- In consultation with children, plan exciting learning journeys;
- Teach core skills in all subjects;
- Ensure the quality and standard of writing is consistent across the curriculum; give opportunity for the application of mathematical skills in other subjects;
- Provide opportunity for Spiritual, Moral, Social and Cultural development across the entire curriculum;
- Build respectful relationships that take learners' views, interests and experiences fully into account;
- Use assessment for learning to help children peer assess or self-assess and reflect on how they learn, and inform subsequent planning and practice;
- Foster a growing understanding of cultural diversity, traditions and heritage and promote community cohesion.

### **Parents and Carers will:**

- Promote positive relationships between all members of the school community;
- Will be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement;
- Attend and contribute to Parent Consultation Meetings;
- Support their children with their homework activities;
- Praise their child for the good things that they do in school;

- Communicate with and work alongside the school at all times.

## **Organisation**

### *Planning*

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff and approved by governors.

At Southwold Primary and Nursery School we are committed to following the programmes of study as required by the National Curriculum 2014. We follow a cross-curricular approach to learning where some subjects are taught through a topic/focus question, and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. Plans are based upon previous assessment data, pupil need and subject expectation.

### *Learning Environment*

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- Whole class teaching
- Collaborative learning in pairs or groups
- One-to-one teaching
- Conferencing
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Learning environments will be stimulating, invigorating spaces conducive to learning; where learning aids and children's work is displayed in order to enhance the curriculum, support subject knowledge and value the outcomes children of all abilities produce. The ethos in the classroom will provide achievable challenge for all, through a safe environment where all children feel valued and at ease to take risks in order to further their subject knowledge and understanding.

### *Differentiation*

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve; teachers will differentiate the curriculum according to individual needs by: pace, content, task, relevance, resources, extension, outcome and level of support. Differentiation will be detailed in weekly planning and monitored by Senior Leaders.

### *Early Years Foundation Stage*

We ensure children are at the centre of everything we do in the Early Years. We celebrate children as individuals who have a natural curiosity and thirst for knowledge. We believe children learn best through practical 'hands on' experience and structured play and this is at the heart of our Foundation Stage curriculum. Activities will often be based around a termly theme such as 'Which was the biggest dinosaur?', 'Why can't I have chocolate for breakfast?' and 'How many colours are there in a rainbow?'

We aim to provide the children with positive experiences of stories, language and mathematical concepts through games and other fun activities, which set in place the early foundations to be built upon in Key Stage One. Focus teaching takes place on a daily basis inclusive of phonics, storytelling and guided math sessions.

The children's progress is continually assessed, aiding daily planning, future observations and next steps. A record is kept of each child's achievements in their pupil profile. The children also have a 'Big Book' which is a scrapbook of all their exciting work, including photos and observations.

All the children have an equal entitlement to learning opportunities and those who may experience learning difficulties will be supported in partnership with parents and other agencies if necessary. We value the diversity of individuals and do not discriminate against anyone because of differences.

### *Homework*

Homework is considered to be a valuable element of the learning process. We believe that homework should be set:

- To involve parents in their children's learning;
- To help parents keep abreast of what their child can and cannot do;
- To take advantage of the home context to apply learning;
- To encourage children to talk about their work to their parents and explain what they are doing and how;
- To extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- To prepare children for secondary school experiences of homework;
- To view learning as a life-long process and not just restricted to school hours.

The School's agreed practice for homework is that:

- Homework is set on a regular basis
- Homework will generally follow on from work which has taken place in class, but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher;
- Homework may sometimes consist of preparation for work yet to be done (pre-teaching)
- Children should understand exactly what they are expected to do, how to do it and how long it should take
- Homework should sometimes involve the participation of the parents
- Children who have made insufficient effort during class time may occasionally be asked to complete work at home

### *Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy)*

Teaching, learning and assessment are inter-related. It is essential that we provide assessment opportunities for pupils to demonstrate what they know, understand and can do. The assessment process provides feedback, helping the teacher to reflect on the curriculum and the learning strategies used.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching. At Southwold Primary and Nursery School we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements: sharing learning goals; effective questioning; self and peer evaluation and effective feedback. Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- Creating a positive learning environment;
- Focusing all feedback on specific performance improvements which can be acted on;
- Sharing an overview of content, process and benefits of the learning to come;
- Engaging learners by posing problems and challenging thinking;
- Providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- Creating space for reflection and meaningful dialogue;
- Reviewing what has been learned, how it was learned and how it will be used.

Pupils' work and progress will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Senior Leadership Team.

### *Marking (please refer to the School's Assessment Policy)*

Marking is integral to the formative assessment process. It is aimed at what is right as much as what is incorrect. Children respond better to praise for their achievements, rather than criticism for their shortcomings. The purpose of marking is to:

- To give praise, encouragement and develop motivation to raise self-esteem;
- To provide clear and relevant feedback on the children's work, indicating levels of performance and suggesting strategies for improvement and goals to be achieved;
- To monitor progress and address specific problems;
- To inform future planning;
- To ensure consistency and progression throughout the school;
- To support children develop the skills of self-evaluation.

When considering the practice of marking, we believe it is essential that the purpose and learning intention of the task is considered and that there is a focus for the marking. Written comments at the end of a piece of work will be a balance of questions, modelling (where appropriate) and concise supportive comments and suggestions which will move the child's learning on in the future. These comments will relate to the learning objective, individual pupil targets and whole school focuses.

Children should be directly involved in assessing what they have learnt, therefore taking ownership for their own learning. Clear targets should be set alongside the child, where possible, to ensure the child's participation and responsibility in their future learning.

### *Teaching Strategies and Styles*

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. This will include:

- Provision of an integrated curriculum;
- Teacher observation;
- Discussion and questioning;
- Previewing and reviewing work;
- Interactive teaching;
- Listening;
- Brainstorming;
- Providing opportunities for reflection by pupils;
- Demonstrating high expectations;
- Providing opportunities for repetition/reinforcement;
- Providing encouragement, positive reinforcement and praise;
- Making judgements and responding to individual need;
- Intervening, as appropriate, in the learning process in order to encourage development;
- Providing all children with opportunities for success;
- Using a range of communication strategies – verbal and non-verbal.

### *Learning processes and Learning Styles*

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes and learning styles. These include:

- Investigation;
- Experimentation;
- Listening;
- Observation;
- Talking and discussion;
- Asking questions;
- Child-initiated play;
- Practical exploration and role play;
- Retrieving information;
- Imagining;
- Repetition;
- Problem-solving;
- Making choices and decision-making.

At Southwold Primary and Nursery School, opportunities are organised to allow pupil access to these processes, and for them to develop their own strategies to gain knowledge and skills. We aim to provide opportunities to develop a wide range of learning styles. We recognise that each child has a unique way of learning and that learning preference is affected by previous experience, competence, confidence, beliefs and values.

### **Equal Opportunities**

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: Ethnicity, Gender, Social background (eg Pupil Premium), Ability/Disability, Belief, Age, Marital Status, Nationality/Citizenship, sexual orientation.

In the context of the school, we feel the most appropriate definition is that: Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are (see separate policy).

### **Cultural Opportunities**

At Southwold Primary and Nursery School, we are committed to valuing, representing positively and celebrating the culture, ethnicity, and linguistic background of our pupils. We do this by ensuring all the children are represented in the curriculum we present and in the educational resources we use.

We model respect for, and interest in, each-others cultural background. We ensure that assemblies and social events convey the value and importance of cultural and ethnic diversity.

### **Special Educational Needs and Disabilities**

Assessment, progress and attainment of pupils with SEND will inform the writing and implementation of Pupil Profiles to ensure good gains in learning. Carefully planned interventions will be used to accelerate progress for children in areas identified. These are written by Teachers in consultation with parents and the SENCo, following the advice of outside agencies where appropriate (see SEND policy for further details).

### **Gifted, Talented and More Able**

Children who display a specific gift, talent or who are more able are encouraged to extend their thinking via questioning, and personal study. Challenging activities will be designed to encourage these children to reflect and share their thoughts in order to extend their skills, knowledge and understanding. These children will also be signposted to additional provision, eg extended school provision, to promote the skills identified.