

Temple Ewell Primary School



Teaching & Learning Policy

TEACHING AND LEARNING POLICY

September 2020

All your children shall be taught by the Lord, and great shall be the peace of your children. (Isaiah 54:13)

Rationale

A school community which places teaching and learning at the heart of its vision is best placed to secure high standards of achievement and attainment. Teachers who have a clear and shared understanding of the teaching role will be able to motivate and challenge their pupils. Pupils who approach the learning situation confidently and with the expectation that school is an enjoyable and rewarding experience will demonstrate good attitudes and gain the skills and knowledge which they need to take their place in the community.

At Temple Ewell CE Primary School we recognise that we are a school of three Key Stages, Foundation, Key Stage 1 and Key Stage 2. Children need to be taught and to learn in ways which support their development.

Purposes

The purpose of this policy is to ensure that:

- teachers have a clear understanding of how to deliver a consistently high standard of teaching to meet the needs of all our children. **In order to ensure children make accelerated progress from a low starting point we expect teaching to be consistently ‘good’ or better.** Teaching that ‘Requires Improvement’ will be supported to achieve a higher standard.
- systems are in place which support children in their learning and reduce barriers of access to achievement.
- governors of Temple Ewell CE Primary School understand their role in supporting teaching and learning in the school.
- the role of parents in their children’s education is recognised and valued.
- the whole school community has high expectations of the children’s ability to achieve the skills and knowledge appropriate for their age and potential.

Guidelines

THE CHILDREN AS LEARNERS

1. Primary aged children cannot learn if their physical and welfare needs are not met. Teachers need to ensure that the physical conditions of the classroom support the comfort of the children. They also need to use systems of support for child welfare where appropriate. The classroom teacher and teaching assistant are the ‘front line’ support for welfare needs. In addition, time with the Learning Mentors may be appropriate for some children.
2. Children’s motivation is improved if they are given a balanced day with periods of concentration interspersed with periods of physical activity. This is particularly true of younger children. Teachers need to use a variety of forms of lesson presentation.

These will include:

- whole class or group work
- research or ‘finding out’ tasks

- investigations and problem solving including real life applications
 - practical and creative activities including use of outdoor areas
 - use of technology including computers, cameras etc
 - visits to places which offer educational stimulus
 - talks/presentations from speakers and or theatre companies
 - physically active sessions
 - reflective opportunities
 - collaborative works with peers (this may need to be well supported as skills of collaboration are higher order social skills)
 - asking and answering questions
 - research skills
 - opportunities to apply skills to other areas of learning.
 - differentiation for SEN and G&T is not just by outcome.
3. Children need consistency of classroom organisation with allowances being made for progression in independent skills. Our aim is for children to gain independence.
4. Effective learning relies on confidence and self esteem. To develop this there needs to be:
- good relationships between all staff and pupils founded on trust and respect
 - an orderly atmosphere where courtesy, good manners and acceptable behaviour is expected and celebrated (see behaviour policy)
 - willingness on the part of all staff to challenge disruptive behaviour and ensure that school systems are applied consistently (see behaviour policy)
 - supportive responses to children's work (see marking policy)
 - lessons which are challenging and build upon what children have already learnt
 - high expectations of what children can achieve
 - displays of children's work which motivates, reinforces concepts, values children's work and gives them ownership of their environment
 - evidence of learning walls which:
 - make explicit the structure and underlying elements of what is being taught
 - can be extended and used to apply the objective over a period of time
 - a visual and kinaesthetic learning aid
 - model specific language
 - given children concrete examples
 - link to prior learning
 - allow children to check their understanding
 - demonstrate concepts
 - are used by children independently

The school places emphasis on children developing an understanding of respect for people and objects.

Effective Teaching

Teaching is effective when:

- teachers have defined precisely what skill, concept or knowledge the children are going to learn. The school system for this is L.I. (Learning Intention). The more precise the lesson objective the easier it is to assess either through questioning or through children's work. The discussion of the success criteria for the lesson will also support assessment and allow children to check their learning. L.I. is referred to during the lesson as well as the end.
- teacher's subject knowledge is adequate to deliver all subjects in the National Curriculum in terms of the skills and knowledge content. Teachers have the professional responsibility for this. Thorough preparation will be needed where teachers are less confident about the subject

or the area to be taught. Secure knowledge on the part of the teacher will be needed in order to support the least able and challenge the most able.

- teachers present the lesson in ways which enable all children to learn. A variety of strategies such as demonstration, exposition and investigation should be used. In Key Stage 1 organisation of the class so that taught input is not always given to the whole class at once, is considered to be an effective method of teaching. In Key Stage 2 in particular technology is a good teaching tool and needs to be exploited to support research opportunities particularly where literacy standards are below average.
- teachers use consistent and appropriate management strategies to support discipline and good order. For younger children this is likely to be built around good relationships with the teacher and teaching assistant. Lively and effective teaching will support children in remaining motivated and on task. The school's behaviour policy should be used consistently.
- teachers assess children's learning against the lesson objective and use the outcomes from assessment for forward planning. Marking is a way of recording assessment and giving feedback to children. Children in the Foundation Stage are assessed through focus observations by all adults in the classroom. Time in the taught day needs to be set aside to do this.
- teachers have high expectations in every lesson of what children can achieve and produce. If the lesson objective is achieved there will be measurable gains in learning.
- teachers have a clear teaching role at every part of the lesson using time well to work with the whole class or groups. They need to scan the room or scrutinise work to identify teaching points which can be explained further and to ensure children are not wasting time.
- teachers use homework to enable children to engage their interest, future learning or to consolidate and practise skills learnt in the classroom. Homework should be set regularly and assessed for feedback to children and parents (see marking policy)
- teachers help children to know where they are in the learning by frequently providing the context

Use of outside agencies: We take advice from expert sources when we seek to develop our teaching styles.

The Role of Governors

Governors support the quality of teaching and learning by fulfilling their roles with regard to:

- effective use of resources
- maintaining and developing the premises such that it is able to support the curriculum
- ensure that the curriculum is taught with due regard for health and safety
- monitor staff development and performance management to ensure it promotes good quality teaching
- receive and evaluate reports from subject leaders on standards in their subjects
- receive and evaluate the Headteacher's report to governors on the monitoring of teaching and the expectation that teaching is good or above and that any observations of teaching that are graded inadequate or requires improvement will be addressed through support, guidance and professional development opportunities and ultimately competence procedures
- evaluate initiatives to raise the quality of teaching in terms of outcomes in pupil attainment

The Role of Parents

Parents have a key role in the education of their children and school staff need to develop a good relationship with parents by:

- informal contacts about welfare issues and immediate concerns
- parental consultation meetings which take place twice annually
- annual reports to parents which give information about attainment against national expectations

- curriculum information given in line with school systems

Parents support their children at school by:

- regular attendance
- maintaining children's school records with regard to health and family details
- ensuring that the child is equipped with correct uniform and PE kit
- monitoring the completion of homework and discussing concerns with teachers
- reading regularly with their children

Reviewed: September 2020

To be Reviewed: September 2022

Signed: _____ Date: _____