



# **The Federation of Middleham CE (VA) and Spennithorne CE (VC) Primary School**

## **Teaching and Learning Policy**

### **Introduction and Aims**

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. At our schools 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Specifically, we aim:

- To raise standards of achievement in all aspects of pupil development through the school.
- To develop each child's desire to achieve.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self-confidence and feeling of self-worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community in the context of our Christian ethos.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.
- To promote independence.

We believe:

- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

At both schools, we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.

- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

### **Environment**

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning.

This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments which set an example for children.
- Creating classroom environments that embody a range of displays that are bright , stimulating and celebrate children's work, as well as promoting learning.
- Providing drinking water in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

### **Classroom Management**

All staff at both schools make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

### **Behaviour Management**

All adults take responsibility for maintaining standards of behaviour for all children in the school community. All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground e.g. assembly time, lining up on the playground and walking into the school. The school standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

### **Teaching and Learning**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Provision Maps (IPMs). We have high expectations of all children, and we believe that their work should be of the highest possible standard.

We plan our lessons using learning objectives from the National Curriculum / EYFS areas of learning. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why.

The appropriate long term plan for Literacy and Numeracy are modified, as appropriate; to allow for cross curricular links and to meet the learning needs of the class, including EY children.

Through our planning we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to musical or tape recorded material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- through visitors

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them. Therefore, we endeavour to take account of these different learning styles when planning and teaching.

We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

We set academic, and where necessary, behaviour targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child regularly and set revised targets half termly. We recognise that targets may be ambitious and not merely forecasts based on where a child is. Layered targets are used in each class. Every child is made aware of their target and how they can improve.

<b>Clear objectives</b>				
For teachers these are outlined in the following:				
National Primary Strategy	LTF plans	Foundation Stage: The EYFS	School developed schemes of work and policies	
Shared with pupils and wherever possible parents or carers by				
Sharing information with parents through a termly curriculum letter.	Through stimulating displays, which highlight the areas of study and celebrate achievement	Outlining to the pupils the areas of study.	Home link books, which outline pupils' individual targets for achievement.	
Appropriately levelled and matched work can be achieved through				
The use of ongoing assessments as pupils' learning progresses.	The differentiation of work both through outcome and task.		The use of termly assessments and SATS results to identify learning needs.	
To identify practical short-term achievements – e.g. behaviours, skills, etc. can be highlighted through				
Whole school and class targets	Individual targets	Team points	Merit marks	Mathematician of the week

<b>Lesson structures with:</b>				
Progression from directed to independent work can be achieved through				
The gradual development of skills	Planning, which allows and directs the pupil towards independent working.	Systems, which develop pupil confidence and develop organisational skills.		
Evident progress in learning towards defined outcomes can be achieved through				
Marking related to the "I can" statement, which indicates progress to the child	Assessments both spoken and written	Tracking	Termly assessments	
Focused group work for independent work, individually or in collaboration				
Plenaries for reflection, self-assessment and evaluation should				
Be planned to take place.	Ensure that the time is used appropriately.	Be an opportunity to question.	Be an opportunity for discussion.	Be an opportunity to look forward .

<b>Whole class teaching, which is:</b>				
Inclusive and vigilant about vulnerable children				
Encourages verbal participation	Is based on sound knowledge of pupils' abilities.	Has good visual /support materials.	Makes good use of the PHSCE/SEAL programmes and circle time.	
Makes good use of teaching assistants to support pupils.	Deals sensitively with pupil needs.	Makes use of targeted and differentiated questioning (shallow, deep and profound)	Gives positive feedback to encourage self esteem	
Rich in speaking and listening				
Encourages interaction	Uses drama as a learning medium	Makes use of role models		
Makes use of puppets to express thoughts and feelings ( age appropriate)	Develops an awareness of Standard English	Is explicit in teaching the skills associated with speaking & listening.		
Interactive makes use of				
ICT facilities	Visual aids	Whiteboards	Discussion/questioning	Pair/group work
Differentiated				
Is based on sound knowledge of pupils' abilities.	Makes good use of teaching assistants to support pupils.	Makes good use of assessments	Uses a range of texts and work based upon clear learning outcomes	

<b>Teaching strategies, which:</b>				
Link to previous learning and make connections				
Review available pupil records	Revisit previously taught concepts, but ensure that a good pace is maintained.	Look at long term planning framework and decide where the links lie.	Brainstorm for what pupils know already.	
Manage pupil's misconceptions to help them use them for learning				
Marking of work	Probing questions	Discussions	Modelling of answers /ideas.	
Use of adult support	Use of plenary	Group working	Interpretation of body language	
Provide time & focus to work in depth and to think				
Quiet environment conducive to working	Thinking time before asking for a response	Recording of ideas		

<b>Teaching strategies, which: (Cont.)</b>			
Teaches appropriate technical meta-language to help pupils conceptualise what they are doing and make it transferable			
Modelling use of technical language	First-hand experience, which reinforces the use of vocabulary	Model to pupils when incorrect vocabulary/ grammar is used	Displays, which highlight and reinforce vocabulary
Allow pupils time to vocalise concepts	Use of glossaries, thesauruses & dictionaries	Ensure that the acquisition of specific language is part of the assessment process	Develops pupils' confidence to ask when new vocabulary is used.
Actively promote success for each child			
Ensure that the work is differentiated so that it is achievable, but still challenging	Give additional adult support when required	Use of encouragement and praise	
Display good work	Be enthusiastic	Celebrate achievements	

<b>Tasks and activities, which:</b>				
Are levelled and matched				
Refer to outcomes	Refer to IPMs	Use of diff'tiated work	Use appropriate docs when planning work	Make use of records to provide good starting point
Apply and extend knowledge				
Through planning have a clear idea for the application of knowledge		For the more able set open ended tasks, which make use of cross curricular links and provide challenge.		
Are structured to provide feedback for self-monitoring and self-correction				
Use of conclusions/evaluations	Use of the plenary	Development of editing skills	Encourage accurate reading of own work	
Promote independence and collaborative working				
Planned opportunities for group, paired and independent working.	Use of mixed ability pairs	Use of mixed ability grps with more able leading a group		

<b>Assessment, which</b>					
Is focussed on targeting and tracking individuals					
Use of tracking systems: Target Tracker, Tapestry, SIMs		Regular review and updating of IPMs		Recorded termly assessments for English, Mathematics and GSP	
Setting of class/group & individual targets.		Use of external test data (SATS & EYFS tracking)		Uses teaching and learning outcomes diagnostically to assess 'on the hoof' in the course of teaching	
Teacher knowledge of pupils		Observations in the course of working		Assessments kept informally either in notes, tick sheets or in head.	
Is rapidly responsive to solve problems and provide support 'at the point of difficulty'					
Good communication with teaching assistants	Small group teaching session to address problems	Circulating, so there is an awareness of what the child is doing	Mid session revision of learning outcome	Knowledge of pupils' abilities.	Photographs
Involves children actively in assessing their own progress and defining personal objectives.					
Checking of own work and self-correction		Opportunity to respond to marking comments		Children evaluate work/task with traffic lights/thumbs up	

This policy will be reviewed in line with the school policy review schedule.