



Growing, believing, achieving together

Teaching and Learning Policy Topcliffe CofE Primary School

Children, staff, governors and parents have high expectations of one another and themselves. As a school family, we aim to recognise and nurture the needs, strengths and talents of each and every child, providing opportunities to think independently, love learning and reflect on the wonder of God's creation. We aim to build self-esteem so that children develop the confidence to have open hearts, open minds and respect others, whilst having the courage to be true to themselves. Through high-quality, creative teaching, we inspire, stimulate and challenge children to fulfil their potential. We aim to create curiosity and prepare children for life in an ever-changing world.

Principles

- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- To enable children to become confident, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- To encourage children to be resilient learners, take pride in their work and be ambitious for themselves

Values

In addition to the British Values: democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs including those without faith, we have established four school values which underpin our school community.

Our school values are: community, compassion, friendship and trust. To achieve these values we have established:

A Learning culture

- Feel safe – respect, value and support for each other as learners
- Take responsibility for own behaviour choices
- Take risks – challenge ourselves
- Recognise mistakes and errors as learning opportunities
- High expectations – learning behaviour, progress in learning, presentation
- 'Can do' attitude
- Adults establish positive working relationships with all the children
- All adults model learning and expected behaviour for the children
- All members of the school community are treated fairly and with kindness and respect

- The use of encouragement, praise and rewards for all children, through the use of the tree of growth
- Work towards our shared school values
- Restorative Practice
- Celebrate success – Weekly certificates that identify good work and neat presentation
- Support one another – mixed ability pairing and use of buddy systems

Effective approaches to learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in their learning and meet the needs of all learners.

Effective learning includes:

- The use of different learning styles (visual, auditory, kinaesthetic)
- Investigation and problem solving
- Research
- Whole-class work
- Group work
- Paired work – including Talk Partners
- Individual work
- Independent work which is child directed
- Collaborative work
- Selecting and using relevant resources to support learning
- Asking and answering questions using Bloom's taxonomy
- Use of IT including visual images, film, interactive teaching resources
- Fieldwork and visits to places of educational interest
- Guest visitors and performances
- Creative activities
- Debates, discussions, oral presentations and other speaking and listening strategies
- Drama techniques
- Designing and making activities
- Participation in sporting or physical activity
- Setting personal challenges
- Development activities where work is evaluated and developed further

Children are taught to **take responsibility** for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective teaching methods

Assessment for learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning.

- Children are on task within the first few minutes of the start of the lesson - Art of the Lesson Start
- Prepare ourselves to learn and engage – Use Activate daily

- Pre and post-assessment is used to enable lessons are pitched to meet the needs of individual children and to track their progression

Learning Objectives/ skills taught

- Clear and focused based on learning rather than task
- Clearly displayed and/or communicated to children
- Discussed and explained to the children
- Based on prior attainment, knowledge and understanding

Carefully planned success criteria

- Break down the learning taking place
- Include the steps or 'ingredients' the children need to be successful in their learning
- Are usually generated with the children during the lesson and / or identified by the teacher during the planning process
- Are referred to during the lesson

Effective use of plenary time

- Planned times during, and at the end of, the lesson
- Reviews progress towards the skill and the success criteria
- Allows adults and children to address misconceptions, make improvements and add further challenge
- Learning may be applied to different contexts
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt

Outcome that are shared with the children

- What will be achieved by the children by the end of the lesson
- The learning activity / evidence of learning
- Sufficient time given to enable children to achieve meaningful learning
- Differentiated according to the levels at which the children are working
- Range of recording styles: written, photographic, film, audio, adult annotations/observations recorded

Differentiation

- Pre teaching in small focus groups facilitates additional input prior to the start of the lesson for some children
- Takes place throughout the lesson
- Is matched to children's age related expectations and next steps learning

- When planning work for children with Special Educational Needs, information and targets contained in the children's Individual Education Plan are addressed
- May occur through adult support, range and level of resources, tasks, time, different outcomes

Adult Input

- Teaching Assistants support teacher input (for example, through team teaching)
- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning / the learning activity
- Is flexible according to the learning taking place, for example
 - o Different inputs for different groups
 - o Different start times for different groups
 - o Input – activity – input – activity
 - o Guided groups

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open / closed; higher and lower order (e.g. Bloom's Taxonomy)
- Will be differentiated
- Opportunities will be planned for children to develop their own questions and questioning skills

Non-negotiable Standards

- All children are encouraged to present their work to the highest standard in line with the school's handwriting policy
- All staff use cursive style handwriting in books and on the board when working with the children
- Work will be laid out in the D.U.M.T.U.M style (Date, Underline, Miss a line, Title, Underline, Miss a line)
- Where necessary margins should be ruled on the left hand side – children are to write from the edge of the margin
- Pre-teaching is identified on planning and in work is annotated (PT)
- Maths books: end of year group expectations* are displayed in maths books to highlight and individual targets are in the books. Presentation – one digit in one square but writing of words across the squares.
- Writing books: end of year group expectations* are displayed in books and individual targets are in the books.

* where children are working below their chronological year group expectations, refer to the SENCO for advice and guidance

Marking and Feedback (Refer to the Marking and Feedback Policy)

- Regular feedback will be given to the children for them to act upon if required
- Identifies success and areas for improvement / next steps in learning
- Refers to the skill, success criteria and / or children's individual targets
- Opportunities are planned for children to regularly respond to marking and feedback

Self and Peer Assessment

- Children are taught to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work

Targets

- Children are involved in reviewing their targets
- Targets are set regularly
- Easily accessible and referred to regularly
- Are related to children's levels of attainment and next steps in learning
- Are set for reading, writing and mathematics

Active Learning

- Children are given opportunities to be involved in the learning throughout the lesson
- A range of strategies are used, adapted for individual learning styles
- There is an appropriate balance of adult / pupil talk Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning
- Teachers and children work together to establish an attractive, welcoming and well organised environment promoting respect, care and value for all resources
- Classrooms should be bright and tidy
- Displays might be used to:
 - o Celebrate success
 - o Support class organisation – visual timetables, clearly labelled resources
 - o Promote independence by providing prompts – questions, support

- o Support learning – working walls, presentation examples, interactive and challenging
- o Displays are changed regularly and reflect the current topic / themes / genre / learning
- o Literacy and Maths displays are a constant feature of each classroom through a working wall which changes according to the genre / topic being taught. They are colour co-ordinated throughout school to assist children in their learning.

Due to the nature of the school layout break out space for learning is carefully timetabled in order for individual/ group focused activities can take place. The hall, library and staff room are used to support quality intervention teaching and enable the mixed age classes to access personalised learning throughout the day.

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout the school to support learning as effectively as possible. They are involved in:

- Supporting learning and children’s progress
- Supporting assessments of children’s understanding
- Developing children’s independence
- Reinforcing behaviour expectations and Restorative Practice
- Team Teaching where appropriate

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms.

The Role of Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development
- Have responsibility for purchase and organisation of resources
- Keep up to date with developments in their particular subject area and are responsible for sharing these with colleagues

The Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each child and his / her next steps in learning are explained and discussed
- Sending an annual report to parents explaining the attainment and progress made by their child as well as targets in core subjects
- Explaining to parents how they can support their children with homework

- Holding parent workshops to explain the work covered and the strategies and methods taught to the children
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate
- Sharing termly key targets for maths and literacy with parents
- Sharing desired outcomes for children through learning conversations with staff. These targets will be detailed on Individual Educational Plans for children on the SEND register.

The Role of Governors

Governors support, monitor and review the school development plan and 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 that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders, class teachers and the Head Teacher report to governors.

Monitoring and Evaluation

This policy will be used to support the monitoring of teaching and learning throughout the school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was written in July 2016 and will be reviewed in July 2018