



'What we learn with pleasure we never forget'

TEACHING & LEARNING POLICY

Date Written: June 2016

Date of Review: March 2018

Headteacher.....

Date.....

Chair of Governors.....

Date.....

Carlton Colville Primary School

Policy for Teaching and Learning

[read alongside the 'Assessment' Policy]

At Carlton Colville Primary School the entire planned learning experience of our children is encapsulated in our creative, skills based thematic curriculum, underpinned by our school mission statement:

"What we learn with pleasure we never forget".

Our children undertake a learning "journey" beginning in the Early Years Foundation Stage and building on those early experiences; celebrating arrivals; taking detours; stopping to think and reflect; and having lots of fun along the way!

We hope to equip our children with the skills, knowledge and understanding to continue this journey in the future, using their extended horizons and raised aspirations to make informed choices about the important things in their lives.

Through our teaching we aim:-

- To ensure a shared, clearly understood and articulated vision of learning, thinking and teaching at Carlton Colville that understands and promotes "childhood".
- To provide a rich and varied learning environment in which children can develop their skills and abilities to their full potential
- To enable children to become confident, resourceful, enquiring and independent learners who enjoy their school experiences.
- To foster children's self-esteem and self-respect and help them to build positive relationships with other people.
- To make curriculum links which contribute to safeguarding children in its widest sense.
- To recognise and celebrate diversity in all its forms.
- To enable children to understand their community, and help them feel valued as part of it, developing into reliable, independent and positive citizens
- To prepare children for an appreciation of life in modern Britain within a changing society.

Effective Learning

We support and facilitate effective learning by ensuring that our children are:

- having memorable fun!
- able to see the 'big picture'
- giving immediate feedback whenever possible
- engaged in "joined-up" learning with meaningful cross-curricular links set in the context of exciting, age-appropriate themes.

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- clear about what needs to be done and how to achieve it
- engaged and supported by good teaching
- involved in learning activities appropriate to their age and ability
- finding tasks challenging but achievable with sustained effort
- well motivated and able to remain on task
- unafraid of making mistakes and able to seek help when needed
- given feedback, encouraged to reflect on their own learning and their success is celebrated

We develop our children's confidence and competence as learners through an emphasis on eight essential learning skills:

teamwork, curiosity, confidence, independence, communication, determination, aspiration and focus.

These have been personified into our "Learning Heroes", developed and designed by the children.

Through them, we encourage our children to develop a learning orientation ("Growth Mindset") and to "Be the Best You Can Be" by developing self-efficacy, self-determination and self-regulation, as well as being able to understand and articulate the language of learning.

We encourage "deep learning" and thinking through experiences that:-

- Are highly stimulating
- Are real
- Use outside spaces
- Have a kinaesthetic component
- Have lots of "now" feedback (AFL)
- Contain novelty and newness
- Contain challenge and competition
- Allow children to personalise their learning
- Are right brain friendly (symbols, metaphors and stories)
- Motivate by being important and relevant
- Encourage children to see themselves as learners and give them the language of learning

Effective Planning

At Carlton Colville Primary School we use the 2014 National Curriculum and Chris Quigley Essentials materials to guide our teaching. Our effective curriculum aims to attain the right balance between what we must teach and the aims and values identified as specific to our school community. It is designed to be exciting, creative and fun, underpinned by our school's values and based around our three "curriculum drivers":-

- Knowledge of the world - Who am I? What is my locality? How do I fit into the wider world?

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- Possibilities - How can I "Be the Best I Can Be"? How can I make the most of my opportunities?
- Community - How can I take responsibility for my school and my local community? How does my community compare with others? How can I help others?

To bring about successful learning, we structure our planning sequence through three phases:

- Long term
We use the 2014 National Curriculum and the Chris Quigley "Learning Opportunity" materials to map out our termly "themes". We check and balance the breadth of our curriculum through the on-line planner.
- Medium term
We use the Chris Quigley Essentials Learning objectives to develop ideas to motivate and inspire the children to learn, clearly articulating the Sparkling Start, Fabulous Finish, curriculum drivers and learning skills/heroes.
- Short term
Short term plans have clear learning objectives and outcomes understood by the children. They include information about the tasks set, the resources needed, ideas to address different learning styles and evaluation/assessment. Lessons are planned in year group teams and the format and amount of detail may vary depending on the experience and needs of individual members of staff. We consider short term plans to be a working plan that may need adjusting in the light of AFL and maximising children's outcomes.

Most English is integrated into themed learning but discrete targeted teaching is also undertaken, eg Phonics, Spelling, Grammar and Punctuation.

Mathematics is linked into curricular themes where appropriate and relevant.

All maths schemes of work, year groups' Medium Term plans (curriculum map) and the whole school curriculum overview is available to view on the school website.

EYFS

In the EYFS planning is organised around the 2014 statutory framework comprising the seven areas of learning. The curriculum is delivered through six themes which each last for a half term. EYFS themes follow the termly whole school curriculum focus.

The Themed Curriculum

We believe that an outstanding curriculum is achieved through:-

- Passionate leadership
- Effective pupil learning
- Innovative curriculum designs that make it real and involve both learners and the community.
- Valuing and utilising the wider school community.

Our curriculum is dynamic and creative and is well adapted to meet each learner's needs within a flexible framework, using a largely thematic approach based on the objectives set out in the 2014 National Curriculum and our own curriculum drivers.

Subject leaders take the lead in policy development and ensure progression and continuity across the school, and that their subject is embedded within our theme-based curriculum. Portfolios for each subject are maintained by subject leaders.

Each term has a whole school focus around which themes are developed.

Term 1 themes are built around stories and include activities and learning in humanities, science, performing arts, languages and technology. Year groups have particular authors they study and build themes around their books and poems.

Term 2 has a focus of "Present, Past and Future" and develops themes with a particular emphasis on history, science and technology.

Term 3 themes are developed around "The World Around Us", with special emphasis on geography, science and technology.

PSHE, art and computing are threaded through all our themes, along with some RE, PE and music, although these are also taught discretely along with MFL.

Each theme lasts a term (although some may be shorter). Initially teachers plan for only 50% of each theme and children are involved in this initial planning so their ideas can be incorporated. Later the theme may be steered and developed in a new direction, based on the needs and interests of the children.

Effective Teaching

Teachers at our school facilitate learning and encourage learners to be independent and show initiative.

Where We Teach

We define our curriculum as the "entire planned learning experience" (Ref Mick Waters).

Teaching in school takes place in classroom lessons, outdoor lessons, assemblies, playtimes, lunchtimes, events and extended hours.

We aim to create rich, creative learning environments in the classroom and school. We believe that a stimulating environment, linked to current themes, sets the climate for and supports learning, and that an exciting classroom promoting thinking and communication enhances and celebrates achievement. Classrooms displays are used to support and scaffold learning ['Learning Walls'] while displays in common areas are used to celebrate learning, raise awareness of school wide values and issues and stimulate thinking and discussion among the children.

Our grounds are also a "learning environment" used to make learning experiences more vivid and exciting. Their use is included in planning as part of the EYFS curriculum and throughout the school.

We believe that learning outside the classroom are vital experiences for children's healthy growth, development and emotional well-being; but also foster creativity, adventure, independence and teamwork in children of all ages.

Beyond School - trips, visits, homelearning, clubs, charity work.

Visits outside school, including residential trips, are integrated into our curriculum and have defined learning objectives.

Home-learning consolidates learning in school and encourages enquiry and independent research that builds on and enhances learning in school.

How We Teach

We establish and develop positive working relationships with all the children in the class, based on trust and mutual respect, endeavouring to build self-esteem at every opportunity. Children at Carlton Colville have equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We have a simple and straightforward set of school rules, agreed by the children, which we apply consistently and fairly. The children are expected to comply with these rules in order to maintain good attitudes and positive behaviour at all times.

We teach mainly in mixed ability groups to promote higher aspirations for our pupils; to avoid 'fixing' our expectations of them and to encourage a 'growth mindset' which relishes challenge and builds self-belief. However, children may be grouped flexibly by ability where specific skills need to be taught; common misconceptions addressed and where previous learning needs reinforcement and consolidation.

Teaching at Carlton Colville is based on our knowledge of the child's level of attainment and their progress towards this point. This is measured from their starting point with us. Our aim is to develop their knowledge and skills in relation to the end of key stage expectations by:

- tracking progress from our child entry assessments in Nursery and our end of EYFS profiles
- using milestone indicators 1, 2 and 3 as markers of progress towards these expectations
- using Year 2 assessments as a measure to track progress and attainment of pupils towards the end of Key Stage expectations
Milestone 1 - end of Year 2, Milestone 2 - end of Year 4 and Milestone 3 - end of Year 6
- using the essential learning objectives as a method of tracking progress within and across subjects

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- planning work for children who are falling behind or exceeding these expectations or with special educational needs, giving due regard to information and targets contained in their previous Individual Education Plans and provision maps
- setting targets for the pupils in each academic year based on their success and what they need to improve. We share these targets with pupils and their parents. We review the progress of each pupil against the end of Key Stage expectations termly and set revised targets
- expecting 85% of pupils to be on track to meet the expectations at the end of Year 2, Year 4 and Year 6
- reporting progress made towards the end of Key Stage expectations

We track progress through regular meetings each term or half-term (year 6) and at the end of each year. All attainment is recorded in a Pupil Assessment Record book which follows the child through school.

For effective teaching to take place there are a number of 'approaches' that are needed. Whilst it is impossible to contain all of these elements in every lesson, we believe that our lessons must contain a number of these:

- A robust emphasis on learning skills
- a clear learning objective shared with the children, both visually and orally
- a clear link to previous and future learning
- a real context - WHY am I learning this?
- success criteria - HOW can I be successful?
- a clear outcome to be achieved at the end of the lesson or session. We use the '20 Progress Checks' strategies.
- appropriate challenge for all children and differentiation using Basic, Advancing and Deep (or 'paddling', 'snorkelling' and 'deep sea diving' terminology) terminology
- active listening and effective questioning at basic, advancing and deep
- positive interaction between teacher and pupil and amongst peers
- pace and time to reflect thoughtfully and productively
- appropriately and readily resourced
- enthusiastic facilitation and delivery
- good ICT links
- enjoyable, engaging and interactive
- learning moved on for most/all of the children.
- Immediate feedback/ next steps

Success is celebrated across the school in age-appropriate ways and through weekly Superstars assemblies. Regular competitions, reading and other home learning challenges are organised and celebrated. In Year 6 we encourage great learning attitudes with termly 'Learning Gem' and 'Learning Diamond' rewards.

There is a balance of individual, group and whole class teaching. Teachers choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times, the teacher will be guiding mainly one group or individuals, whilst the remainder will be involved in planned independent activities that do not require teacher input. Activities are planned and differentiated to reflect the individual learning styles of the children. It is important that while this is in progress all children are engaged in their learning. This can be helped by:

- regular access to water
- having well organised and labelled resources (continuous provision)
- taking time to ensure the children know the correct procedures within the learning environment
- making sure the children are aware of what they must do when they have completed an activity, or if they have any difficulties
- making children aware that the teacher does not always have to be first in the line of contact. Other children and adults can be used, eg response partners
- lessons taking into account the different learning styles of the children
- children aware of WHY, HOW and WHAT the learning is
- pupil's self-evaluation and co-operative feedback
- self and peer marking against a clear success criteria
- questioning

The quality of the teaching and learning is monitored and evaluated by the Senior Leadership Team, Subject Leaders, external consultants and OFSTED. Feedback is given to staff to help them to develop their skills. To evaluate the quality of teaching we use a range of methods including:

Learning Lenses to assess the quality and consistency of teaching throughout the school. These are:

- Progress
 - Assessment
 - Checking
 - Marking
 - Teaching
 - Basic Skills
 - Learning Attitude
- Work scrutiny
 - Parent and pupil comments
 - Quality of display
 - Evaluation of learning attitudes
 - Progress and attainment from their starting points

To evaluate the quality of teaching over time we compare and contrast, explaining why learning is as it is through lesson observations, work scrutiny, pupil perceptions, progress and attainment meetings, teacher standard and OFSTED descriptors.

Support Staff

We depend on the support given teachers by teaching assistants and other adult helpers. Teaching assistants are briefed by teachers on the ways in which they are to be deployed each day. This may involve support within the classroom or working with groups or individual children. Our adult helpers also assist with the preparation and storage of classroom equipment and with organising displays of children's work. Some Learning Support Assistants are directed to support children with specific educational needs and will concentrate on these children as outlined in their IEPs. Teaching assistants at Carlton Colville are considered to be part of the teaching team and as such take part in CPD linked to our School Development Plan and their own needs as identified during performance management. (see below)

Professional Development

Our staff are learners too. We plan our professional development as a school, linked to the priorities identified in the School Development Plan. We aim to develop and refine our skills, so that we can continually improve our practice. We encourage staff to engage in professional reading to raise awareness of educational theory and we work in partnership with other schools, promoting best practice in learning, thinking and teaching.

The Role of Governors

Our governors determine, support, monitor and review the school's approach to learning and teaching. (See Governor Curriculum Monitoring Policy). All governors are members of the curriculum working party. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- ensure that our staff development and performance management both promote good quality teaching;
- monitor the effectiveness of the school's learning and teaching approaches through the school's self-evaluation processes. These include reports from subject leaders, regular updates in the Headteacher's termly report to governors, and school visits with varying focus.

The Role of Parents/Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We feel that learning is best supported when home and school work together in a genuine partnership. We do all we can to inform parents/carers about what and how their children are learning:

- by holding formal termly parent interview sessions

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- by making available on our website the themes that the children will be studying during that term at school as well other pertinent information
- by sending parents/carers annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homelearning and regular reading at home and providing them with useful guidance in our Reading Diaries.
- by involving them in "Learning Together" sessions linked to PSHE, on-line safety Maths and Reading.
- by reviewing any Individual Education Plans (IEP's) with parents.

We believe that parents/carers also have a responsibility to support their children and the school in implementing school policies. We ask all parents/carers to:

- ensure that their child has the best attendance record possible;
- ensure that their child understands and keeps the school rules;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- communicate if there are matters outside school that are likely to affect a child's performance or behaviour;
- promote a positive attitude towards school and learning in general;

Monitoring and Review

The school's Teaching and Learning Policy will be reviewed regularly, taking account of new initiatives and research, changes in the government national curriculum, developments in technology or changes to the physical environment of the school. We will review this policy every three years or earlier if necessary.

Appendix 1

What Makes Outstanding Teaching and Learning?

Demonstrating visible progress

Rigorous and thoughtful use of assessment for learning opportunities

Maximising time for learning and thinking

Appropriate Pace

Setting timescale for pupils

Sharing Learning Objectives

Use of differentiated success criteria for extended tasks

Setting high expectations to challenge pupils

Showing quality exemplar

Teaching actively

Matching tasks to attainment and need

Actively involving pupils

Providing a positive classroom climate

Giving clear, structured explanations

Effective questioning

Monitoring individual learning regularly

Giving regular feedback about how pupils are doing and what they need to improve

Providing interactive teaching

Using additional adults as part of the learning

Referring to learning skills and attitudes

Using self and peer evaluation in every lesson [cooperative learning]

Appropriate groupings dependent on learning and kind of activity

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Having a good command of subject being taught

Organising and managing efficiently

Planning and preparing thoroughly

Activities matching needs and intended outcomes and learning styles of pupils

Resources matching needs including IT

Having clearly defined standards of behaviour and discipline

Allowing time to summarise and reflect

Adapting and revising lesson where appropriate

Learning outside the Classroom (when/where appropriate).

Having memorable fun!