

Littledean Church of England Primary School and Pre-School

Teaching and Learning Policy

Every child has the right to the best possible education. We aim to ensure that all children, regardless of ability, special educational needs or disability (SEND) or circumstances, gain the skills and knowledge necessary to lead successful lives.

Through this policy we aim to make clear the practices that we believe ensure high quality teaching and learning throughout the school.

Through this policy we aim to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Ensure that the needs of children are met.
- Improve and enhance the quality of teaching and learning.
- Ensure that children are receiving a broad, balanced and relevant curriculum, meeting the requirements of the National Curriculum.
- Establish targets for improvement.
- Enhance the professional development of staff.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

The Head Teacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

It is the responsibility of the Head Teacher and Senior Leaders to monitor the quality of teaching and learning throughout the school and to offer support where it is needed.

Learning Environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be changed on a regular basis and will be geared towards aiding learning, not providing distraction.

The Curriculum

The school follows the National Curriculum. Teachers will follow the relevant schemes of work outlined in the school's curriculum overview.

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and Preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, lessons will:

- Be clearly linked to the curriculum.
- Be differentiated, enabling pupils of all abilities to be catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- 'Sticky Knowledge' will be clearly identified along with subject specific vocabulary.
- Activities will be planned and delivered to enable children to fully understand the learning objectives and retain 'sticky knowledge'.
- Make effective use of TA support in order to maximise learning opportunities, ensuring that TA's are actively involved in all lessons
- Ensure that there are clear opportunities for assessment, both formative and summative.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

Supporting pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Curriculum Plans on the school website
- Parent consultation evenings twice per year
- End of year written report
- Information shared in school newsletter

Behaviour and Attitudes

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Regulation Policy will be implemented at all times. Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.
- Participate in lessons.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Stickers
- Calling/speaking to the pupil's parents praising the pupil
- Inviting the pupil to see the Head Teacher to share their learning
- Achievement assemblies

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Regulation Policy.

To ensure that the quality of teaching is of the highest standard, all teachers and support staff will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.

Aspiration - Resilience - Community

- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.
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Monitoring

The quality of teaching and learning is monitored by the Head Teacher and the Senior Leaders. The strategies that will be used in order to form a judgment about the quality of teaching and learning are:

- lesson visits;
- work scrutiny;
- analysis of assessment information;
- planning scrutiny;
- pupil progress discussions;
- pupil conferencing;
- informal observations/evidence from Learning Walks

Subject Leaders will also monitor the quality of teaching and learning in their specific areas using the methods above.

All evidence regarding the quality of teaching and learning is presented to the Governing Body through the Head Teacher's Report to Governors (staff are not named).

The document should be read in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Primary Assessment Policy

Reviewed: August 2024

Approval Full Governing Board