



Teaching and Learning Policy

Effective Date:

April 2016

Date of minuted approval by the Governing Body:

31 January 2019

Review Committee:

Primary Local Board

Review Date:

January 2021

Owner:

Head of School

Rationale

Creating an ethos and environment in which pupils can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school.

What does teaching look like at Penshurst Primary School?

We believe that teaching is most effective when combining the following elements during a teaching session:

- a focus on basic skills throughout all lessons
- tasks matched to pupil ability and learning style ensuring there is no 'ceiling' to learning in the classroom; extension and support tasks are readily available
- differentiated objectives where appropriate; where objectives are taught whole class, opportunities for deeper learning to be provided to challenge the more able pupils
- a mix of independent and collaborative work to build self-esteem, confidence and resilience
- pupils actively involved in reviewing their learning
- pupils and staff celebrating and sharing achievement and excited about the next step.

We feel that outstanding teaching can be characterised by the following:

- challenging but achievable expectations, clear explanations and rigorous pace
- use of collaborative learning techniques to enhance pupil participation in their learning
- teachers demonstrating secure subject knowledge of the areas they are teaching
- an exciting, enthusiastic approach to learning which will help inspire, motivate and engage our pupils
- clear focus is given through explicit learning intentions and success criteria, which identify what pupils need to understand and be able to do in order to achieve
- excellent deployment of adult support and resources is made to support and accelerate learning
- positive behaviour management strategies are used to motivate and encourage pupils to respond appropriately and help create a climate for learning
- opportunities for self-evaluation and reflection

- a consistent use and implementation of school policies and procedures
- each and every pupil making progress in their learning, regardless of ability
- a relaxed yet purposeful learning environment
- learning linked to pupils' prior skills, knowledge and understanding
- information is presented in short chunks, which enable pupils to maintain their concentration
- good interaction and communication between pupils as well as adults and pupils

What does learning look like at Penshurst?

We asked our pupils what qualities good learners should demonstrate and they came up with the following check-list:

A good learner is someone who:

- is engaged in their learning
- is happy to be in the classroom and at school
- tries hard and makes progress
- does their best and demonstrates resilience
- concentrates in their lessons
- listens actively when the people are discussing learning
- applies their knowledge in many situations
- helps others and gets along with people
- uses the resources they are given effectively
- is respectful of themselves and of others
- is determined to succeed
- is confident in trying everything
- is independent
- recognises and celebrates their own and others' success

In order to provide for the needs of all our pupils we, as professionals, will plan according to the following guidelines:

1 Long term planning

We will follow guidance and coverage as specified in Development Matters (2012) and the National Curriculum (2014), whilst seeking further guidance for coverage in the school's thematic scheme of learning. This is available term by term to view on the Hessle Academy website.

2 Medium term planning

Medium term planning organises the year curriculum into six themes per year. Teachers use the Penshurst Curriculum Thematic Overviews to structure this planning. Best practice is where planning happens in year group teams, to ensure equal opportunities for all learners. Teachers should take the learning entitlements and objectives from the Penshurst Curriculum Thematic Overviews and turn these into programmes of work for each half term, mapping out what needs to be done week by week in order to achieve these goals. Teachers should use the school format to plan in the links. The medium term plans should: include notes on planned educational visits and visitors; be annotated if changes occur and should be made available for the purposes of monitoring and evaluation.

3 Short term planning

This includes daily plans or notebook presentations. Teachers should look at the half termly plans to do the weekly planning. The weekly plans should:

- turn the learning objectives from the half termly plans into the actual teaching and learning activities that will take place including broadly differentiated activities
- display success criteria, the expectations of exactly what the children have to do in order to achieve the learning objective
- be annotated to reflect DSEN (Disabilities and Special Educational Needs) /EAL (English as an Additional Language) /More Able/Disadvantaged Pupil provision e.g. PSP (Pupil Support Plan)
- detail classroom assistant support, peer support, differentiated activities
- show how any adult support will be used e.g. TAs (Teaching Assistants)
- inform assessment and planning for future lessons

Conditions for Learning

The physical environment of a school should be one which supports and enhances learning. As a school we will have classroom environments and displays that support the pupil, teaching assistant and teacher in the learning process.

We will do this by ensuring that each classroom has:

- learning objectives and success criteria that are shared with the pupils at the start of the lesson and used as a tool throughout
- clearly labelled resources
- penguin team charts
- displays celebrating pupils work, supported with key questions about the learning processes involved
- displays that are interactive and demonstrate the use of key vocabulary
- resources available to pupils that encourage independence in learning
- presentation guidelines and WAGOLs (What a Good One Looks Like)
- functioning interactive whiteboards
- class timetables / duties / assembly rotas
- a copy of the school behaviour pyramid
- a reading corner
- times tables
- interactive table or area displaying equipment and resources
- Maths equipment trays
- restorative questions
- pupil "check in" feelings charts
- displays should be changed at least once a term and all pupils should have opportunities to have their work displayed
- artefacts, natural objects, 3D work and fabric should be used whenever possible to enhance displays. Work on display should be marked in accordance with school policy.

Routines

At the beginning of the day:

- the school doors open at 8:40am and pupils are free to go to their classroom from that time
- registration and morning circles start at 8:50am
- Morning circle should be completed by 9am

During assemblies:

- all staff will lead assemblies on a rota basis

At the end of the school day:

- FS1 and FS2 pupils will be collected from their classroom by a parent or carer
- KS1 and KS2 pupils will be escorted to the playground by their classroom teacher
- teachers who have PPA (Planning, Preparation and Assessment) will return to their classroom at 3:10pm to oversee this as a duty of care
- in KS2, parents can choose to allow their child to walk home on their own or arrange to collect them from the playground
- if parents are late to collect their children then they are taken to the main reception

The following are common characteristics that you will find in every Peshurst Primary School classroom:

- classroom doors open - (dependent on noise)
- no hot drinks in the classroom or in common areas such as corridors
- Behaviour Policy followed - all incidents logged on SIMS (School database)
- lots of Penguins and praise
- Restorative Practices evident; circles, feelings charts, questions and ethos
- target and progress strips on all Literacy, Numeracy and Theme books
- PSPs updated and evident - pupils aware of targets
- all pupils participating in P.E sessions - spare kit, referee, talk partner, etc.
- pupils having fun whilst engaged in their learning
- pride in our work

The role of Local Board Governors in supporting teaching and learning at Peshurst Primary School

Our Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by questioning leaders around the effective allocation of resources
- make sure that the school buildings and premises are best used to support successful teaching and learning
- 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

The role of parents in supporting teaching and learning at Peshurst Primary School

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- have a positive attitude towards school and learning, supporting and working with school
- ensure their child reads at home
- make sure that their child has the best attendance record possible
- make sure that their child is equipped for school with the correct uniform and P.E. kit
- inform the school if there are matters outside of school that are likely to affect a child's learning or behaviour at school
- attend parents' evenings
- support the school's expectations with regard to behaviour and attitude

We will review this policy every two years with the aim of ensuring pupils experience high quality learning which leads to outstanding outcomes for every member of our school.