



Learning together

Teaching and Learning Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

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Approved by:
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Issue date:
Summer 2016

Review date:
Summer 2017



PARKSTONE PRIMARY SCHOOL

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1 Introduction

- 1.1 At Parkstone Primary School 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; it should be fun. Through our teaching we equip children to apply their skills, knowledge and understanding that is necessary to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to lead happy and rewarding lives.

2 Aims and objectives

- 2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.
- 2.2 This policy explains the variety of strategies we use to sustain progress and raise attainment. Teaching strategies, together with support and intervention, are aimed to match the individual needs of the children. It is intended as an overview of this school's current practices and should be read alongside the following policies:
- Assessment Policy
 - Marking and feedback policy
 - Behaviour Management Policy
 - Special Needs Policy
 - All named subject policies.

3 Effective learning

- 3.1 We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective and consider these different forms of intelligence when planning learning and teaching styles.
- 3.2 We believe that children learn best when given opportunities to talk, discuss, ask questions and collaborate. To this end we use a number of methods of working which embrace the principles of Assessment for Learning and TALK strategies. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- analysing against criteria
- peer and self assessment
- use of the computer, interactive learning tools and interactive white boards;
- visits to places of educational interest and visitors to the school
- creative activities, including WOW days
- watching subject specific programmes and responding to audio material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

The above list is not exhaustive and we embrace any new initiatives that we feel will enhance the learning of our school.

- 3.3 We encourage children to develop independent learning skills and take responsibility for their own learning. They should be involved as far as possible in reviewing the way they learn, to reflect on how they learn (what helps them learn and what makes it difficult for them to learn) and to be aware of the next steps needed to move forward in their learning.
- 3.4 Enterprise skills are actively taught and application of these skills (ie financial literacy, creativity, teamwork etc) is encouraged across the curriculum. The school develops the application of the 'Big 13' skills identified for enterprise.
- 3.5 Many of our non-core subjects are taught through child focussed learning challenges as part of our enquiry based learning challenge curriculum. Children complete initial pre-learning assessments and revisit these throughout the term to reinforce learning.

4 Effective teaching

- 4.1 We believe that good teaching results when teachers:
- Promote children's learning and progress across the curriculum
 - Ensure that appropriate pitch and pace are planned for and delivered
 - Focus and structure their teaching so that children are clear about what is to be learned and how it fits with what they know already
 - Actively engage children in their learning so that they make their own meaning from it
 - Develop systematically children's learning skills so that their learning becomes increasingly independent
 - Use assessment for learning to help children to reflect on what they already know, reinforce the learning being developed, and set targets for the future
 - Have high expectations of the effort that children should make and what they can achieve
 - Make the learning motivating by well paced teaching using stimulating activities matched to a range of learning styles

- Create an environment that promotes learning in a settled and purposeful atmosphere
- 4.2 When teaching, we focus on motivating the children and building on their skills, knowledge and understanding. The NC2014 structures the content of our teaching and we provide opportunities for children to use and apply their basic skills across the wider curriculum. Expectations within the NC2014 are now set out as age related expectations within all core subjects.
- 4.3 We ensure that all tasks set are appropriate to each child's level of ability. This includes the element of appropriate challenge, as well as scaffolded support, so essential to progress. The NC2014 is based around the idea of a mastery curriculum and all children achieving their age related statements. This means that in school we are focussed on all children achieving end of year expectations and structuring the focus of our support to ensure this.

When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). These include specific 'small steps' to ensure regular focus and review of progression within the target. We have high expectations of all children, and we believe that their work here at Parkstone Primary School should be of the highest possible standard.

- 4.4 We set academic targets for the children in each academic year. We review the attainment of each child regularly and at the end of the academic year.
- 4.5 We have developed a skills-based curriculum, using learning challenges as a key vehicle to engage and motivate children. We plan our lessons with clear learning objectives, which are shared with and understood by the children. We take these objectives from the NC2014 and make use of a wide variety of resources. Our lesson plans contain clear learning outcomes with differentiated tasks where appropriate. We use evaluations from all lessons to inform future learning.

The expectation of the NC2014 is that all children, unless they have cognitive delay, will achieve their end of year age related expectations.

- 4.6 Our teachers aim 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. All classes follow the 'Rights and Responsibilities' as set out in our Behaviour Policy. We also embed the 'Fundamental British Values of Democracy', The Rule of Law, Individual Liberty, Mutual Respect' and 'Tolerance of Different Faiths and Beliefs' within our PSHCE work.
- 4.7 We praise children for their efforts and achievements and, by doing so, we help to build positive attitudes towards school and learning in general.
- 4.8 We deploy teaching assistants and other adult helpers as effectively as possible to support learning. Sometimes they may work with individual children and sometimes they work with targeted groups
- 4.9 Our classrooms are attractive learning environments, reflecting ongoing work through the use of working walls, showing a clear progression through a unit of work. Learning journey displays develop over the term to reflect the progress of learning within a given theme. We change displays at regular intervals, to ensure

that the classroom reflects the topics studied by the children. As well as celebrating work, our displays are intended to support the teaching and extend the learning that goes on in the classroom. They remind and assist children with strategies or key features of work in progress. These are monitored regularly to ensure that they reflect current work and school practice.

Termly learning environment audits ensure that all classes conform to whole school expectations and the outcomes of these audits are followed up on.

4.10 Lessons are regularly monitored by the Head, members of the Senior Leadership team or the relevant subject leaders to confirm the high quality of learning and teaching. At Parkstone Primary School we would expect to see many of the following aspects during lessons:

- Differentiation of teaching styles that allows children to make links to previous learning, access and understand concepts at all levels of ability and that incorporates appropriate challenge and pace
- Effective questioning to develop and extends children's thinking
- Clear learning objectives and success criteria are shared with the children during each lesson, with working walls supporting current learning to ensure that the same objective is met through different support and challenge
- All children's responses are acknowledged and praised, with incorrect responses handled tactfully and positively
- Good behaviour management, ensuring children are focused, ready to learn, engaged and on task
- Strong positive relationships within the classroom engendering trust, respect and support
- High expectations of behaviour and work
- Modelling of activities and skills by adults
- Interactive and structured play relevant to the needs of children in the Foundation Stage and KS1,
- EYFS use the outdoor and indoor environment to provide continuous provision
- A variety of learning strategies including whole class, paired work, small group work and individual work
- Use of individual white boards and appropriate resources
- Use of interactive white boards, laptops and tablets as well as associated software
- Evidence of Assessment for Learning and TALK strategies

Any lessons that are graded as inadequate or requires improvement, trigger additional monitoring and support.

4.11 Homework

Home-school challenges are given to the children termly to be completed independently. The children have a range of activities such as sketching, clarifying, research, model-making, crosswords and problem solving to inspire them to want to learn more about their topic focus.

Children are expected to read three times a week at home. If the reading record is appropriately signed, the children enjoy a 'golden playtime' on Friday. If they complete three reads every week they also receive a special 'Reading' certificate in our Friday praise assembly at the end of each half term.

As part of our Big Maths lessons, children take a 'Big Maths Beat That' test each week. These tests are aimed at improving children's speed and recall of basic addition and multiplication facts.

Spellings are given to the children once a week. They are given ten spellings, which they stick into their Pirate spelling book. The children need to complete the three attempts as set out in the book, before their test the following week.

Before being introduced to their new topic, the children are given a pre learning homework challenge over the holiday. This is to get them excited about the topic they are about to focus on, as well as have time to research information they can share with their class.

5 The role of governors

- 5.1 Our governors determine, support, monitor and review the school policies on learning and teaching. 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 learning and teaching;
 - monitor teaching strategies in the light of health and safety regulations;
 - monitor how effective learning and teaching 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 learning and teaching policies through the school self-review processes. These include reports from subject leaders, the termly Head's Report to Governors, as well as a review of the in-service training sessions attended by our staff.

6 The role of parents

- 6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
 - holding termly Parents' Evenings during which we explain the progress made by each child, indicating how the child can improve further
 - holding termly 'Stay and....' sessions (read / calculate / create...)
 - sending regular newsletters and updating the school website
 - providing learning opportunities for parents and families
 - welcoming parents to support our children in the classroom, attending different events including enterprise activities
- 6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We expect parents to fulfil the requirements as set out in the Home/School agreement.

7 Monitoring and review

- 7.1 We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

We will review our policy every year.