



Together we learn, we care, we achieve –
for ourselves, for each other, and for the community in which we live.

Teaching and Learning Policy

Reviewed date: September 2020

Next Review: September 2023

Purpose of policy

To assist staff in carrying out the school vision, values and aims

To ensure high quality teaching and learning throughout the school

Children as Learners

We aim to see the children developing as learners in all classes according to the following criteria:

- ✓ Children build on previous learning in their current work
- ✓ Children understand the context for their work
- ✓ Children see where their work is leading them
- ✓ Children respond readily to the challenges set
- ✓ Children are able to choose a task at the appropriate level of challenge
- ✓ Children transfer skills between curriculum areas
- ✓ Children learn with enjoyment
- ✓ Children work on their own with perseverance
- ✓ Children use the right resources for the learning they are doing
- ✓ Children remain on-task in lessons
- ✓ Children contribute to the learning of the group
- ✓ Children learn from other members of the group
- ✓ Children self-assess how well they have done their work
- ✓ Children raise questions related to the work
- ✓ Children understand what they need to do to improve
- ✓ Children make consistent progress
- ✓ Children achieve to at least their level of ability

Teaching for Learning

In order to achieve the above, teachers have agreed the following principles.

- ✓ Teachers make clear the learning intention for each lesson
- ✓ Teachers make connections with previous learning and with the 'big picture' of what is being taught.
- ✓ Teachers make clear the purposes and standards expected for all work.
- ✓ Teachers pace lessons well, with a balanced range of activities.
- ✓ Teachers set clear deadlines for tasks.
- ✓ Teachers provide interesting learning activities and use a variety of methods to promote learning:

-investigation and problem solving;

-research and finding out;

-group work;

-pair work;

-independent work;

-whole-class work;

-asking and answering questions;

-use of the computer;

-fieldwork and visits to places of educational interest;

-creative activities;

-watching suitable clips on the interactive Whiteboard

-debates, role-plays and oral presentations;

-designing and making things;

-participation in athletic or physical activity.

- ✓ Teachers plan learning experiences to accommodate the learning styles and needs of individual children and set differentiated tasks
- ✓ Teachers operate flexible grouping arrangements in the class to avoid children being 'stuck' in ability groups which could create barriers to learning;
- ✓ Teachers review learning at the end of lessons
- ✓ Teachers mark and assess work regularly, in line with the assessment and marking policies
- ✓ Teachers give all children constructive feedback on their learning regularly
- ✓ Teachers provide opportunities for children to take responsibility for their own learning
- ✓ Teachers will set clear targets for individuals or groups of pupils to enable progress to take place

- ✓ Teachers avoid using 'ability labels' which could limit the potential of individual children.
- ✓ Teachers routinely ask open-ended questions and encourage children to ask questions
- ✓ Teachers use the 'lollypop' strategy to ensure all children are alert and prepared to respond to questions
- ✓ Teachers ensure the participation of all boys and girls in lessons over the period of a day
- ✓ Teachers ensure that their time and teaching input is divided evenly between all groups of children within the class.
- ✓ Teachers ensure that children have regular access to ICT to support and enhance their learning

The school leadership team will ensure that:

Teaching and learning is monitored regularly to ensure high standards are maintained

All staff have access to continuing professional development to develop classroom practice.

In-school CPD (staff meetings and Inset days) is organised to improve and develop classroom practice

*Teachers are given opportunities to share good practice with one another
Inset sessions are organised with network schools to enable teachers to share ideas and develop good practice together.*

Support staff are deployed to provide the best possible support for pupils with additional needs in the school.

Support staff are trained and deployed to run national intervention programmes to support pupils who need a programme of teaching to boost achievement.

Financial resources are best used to support teaching and learning i.e. teaching resources/deployment of support staff/computing

Assessment

Assessment will be carried out in line with the school's Assessment and Marking policy.

Classroom Management and Organisation

1. Classroom layout

Our classrooms should be attractive learning environments. Displays will be changed at least once a term to ensure that the classroom reflects the

topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year.

All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

- ✓ All resources and curriculum areas should be clearly labelled using ICT and organised so that pupils have easy access to them. Layout needs to ensure that there are no bottleneck areas or congestion.
- ✓ Pupils are encouraged to take pride in their classrooms and have responsibility for keeping it tidy and well-organised.

2. Whole class teaching

Whole class teaching at the Abbey School:

- ✓ Makes learning intentions and the context for learning clear
- ✓ Is used as a forum for questioning and developing thinking
- ✓ Establishes standards and expectations
- ✓ Is interactive
- ✓ Ensures that every individual participates
- ✓ Ensures all children are included in the lesson
- ✓ Enables a strong sense of collective identity, stimulating collective motivation and a sense of class values
- ✓ Includes regular use of the interactive whiteboard

3. Group teaching

In group teaching it is our aim that:

- ✓ The organisation of groups is flexible to enable children to move between groups as appropriate to the task in hand;
- ✓ All children, whatever their group, benefit from focused teacher input over the week.
- ✓ The number of activities planned is manageable
- ✓ Each child is on task and learning.
- ✓ Children have the opportunity to work together and cooperate with a range of others, and that skills for working collaboratively are taught.
- ✓ Independence is explicitly taught.

4. Working with other adults

- ✓ Planning takes place to ensure that Teaching Assistants and students are clear about their role in any given task in order to promote learning.

- ✓ Voluntary helpers in the classroom should understand how they can help and what their role is.

The role of Teaching Assistants

- ✓ Refer to teacher's plans so you know your involvement in lessons (who are you working with & when/how long)
- ✓ When the teacher is leading a lesson and you are supporting a child/group use practical resources, visuals, note key words, make lists, highlight texts, use mind maps where possible. You are the 'bridge' between the teacher and the child/children.
- ✓ Encourage children to be independent so they do not depend on you. Use task planners, visual prompts and mind maps to encourage this. Allow time for children to work on their own with small targets to achieve and re-visit them.
- ✓ Encourage use of iPads for writing using Clicker and voice recorder so children can record their ideas.
- ✓ Encourage the use of practical equipment to support learning

The role of governors

The governors monitor and review teaching and learning by:

- ✓ Monitoring the delivery of the curriculum and the effectiveness of the school's curriculum policies and schemes of work. Monitoring processes include liaising with subject leaders, regular meetings of the Curriculum and Standards committee, and the headteacher's termly report to the Governing Body.
- ✓ ensure that continuing professional development and performance management of all staff takes place regularly in accordance with the performance management policy in order to promote good quality teaching;
- ✓ 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;

The role of parents

We believe that parents play an important role in helping children to learn. We aim to keep parents well informed about their children's learning and progress in the following ways:

- ✓ providing parents of each year group with a curriculum letter at the beginning of the school year to give advice on helping their children at home as well as information regarding key vocabulary, curriculum and systems for each class;
- ✓ organising a meeting for parents of each year group at the beginning of the school year to provide information about the curriculum, homework and arrangements for each class, e.g. explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- ✓ holding parents' consultation evenings twice a year to discuss children's learning and progress;
- ✓ sharing concerns about the progress of individual children with parents;
- ✓ reporting annually to parents on their child's progress and attainment, indicating how the child can improve further;

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

- ✓ ensure that their child has the best attendance record possible;
- ✓ ensure their child arrives in school punctually at the start of the day;
- ✓ ensure that their child is equipped for school with the correct uniform and PE kit;
- ✓ inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- ✓ promote a positive attitude towards school and learning in general.

Curriculum Enrichment

A balanced programme of activities, visits, workshops and visitors is planned for all classes to enrich and broaden the school curriculum.