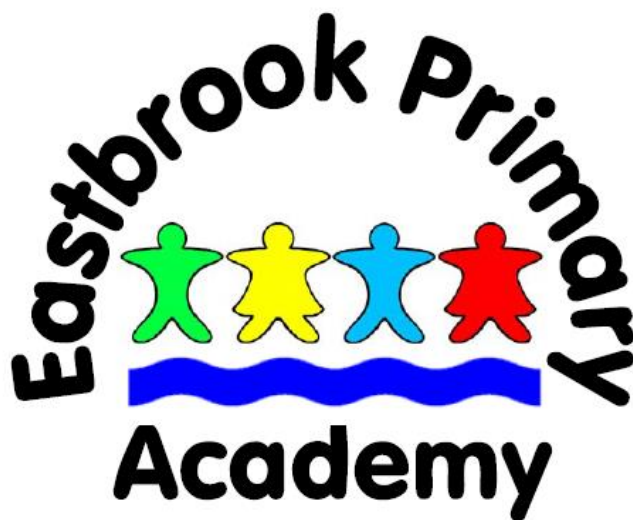


Teaching & Learning Policy



Lead Person	Natalie Lay
Ratified by Governors	September 2013
Reviewed	September 2018
Next Review Date	September 2020
Signed – Governor	Rev Ian Suttie
Signed – Headteacher	Julia Sherlock

Eastbrook Primary Academy

Introduction and Aims

This Teaching and Learning Policy is fundamental to our ethos and our ability to provide the best educational opportunities for the children in our care. It is inseparable from general and subject specific policies. In particular it should be read with reference to both the school's Assessment Policy and Feedback and Marking Policy. Additional information is available in the school's Teaching and Learning Handbook.

We believe that learning should be a rewarding and enjoyable experience for everyone. Our aim is to develop children who have high expectations of themselves, can work independently and collaboratively and are equipped with the skills, knowledge and understanding necessary to be able to make informed choices throughout life: children who are successful, kind and considerate and prepared for life beyond Eastbrook.

We believe that the process of learning is as important as the content of that learning. Teaching and Learning in our school is about understanding the learning process, becoming self-managing as a learner and applying our learning values of curiosity, perseverance, composure and aspiration. We believe it is vital that our children have the confidence to apply what they have learnt in a range of contexts. We also expect children to apply our community values of respect, honesty, kindness and positivity in order to make our school a safe, positive, enjoyable place to learn.

The REACh2 Vision for learning states:

"We believe that learning and fun go hand in hand. By providing a stimulating environment that delivers this belief, our children are inspired to learn – and through learning discover a future that is worth pursuing."

The policy gives clear guidelines for all staff to follow, whilst allowing for individual flair and recognising that each teacher will offer the children something unique.

It ensures consistency from practitioners so that all children achieve their full potential in school and receive a rich and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development.

The policy provides a structure that ensures standards of teaching are high and can be effectively monitored throughout the school. It enables early identification for support.

Curriculum

The curriculum at Eastbrook incorporates the National Curriculum (reviewed 2018) however the school recognises that this is just one element in the education of children. There is time and space in the school year to range beyond the NC specifications. The school is aware that the NC provides an outline of core knowledge around which teachers are expected to develop exciting and stimulating lessons as part of a wider school curriculum that promotes the development of knowledge, understanding and skills. The school also makes provision for personal, social, health and economic education (PSHE) and religious education.

Quality of Teaching

At Eastbrook every child has an entitlement to benefit from teaching of the highest quality. This can be achieved by:

- Improving the quality of learning as a result of improved teaching
- Providing clear guidance for teaching and learning, ensuring consistency across the school
- Enabling teachers to identify different aspects of their practice and providing CPD to develop these areas, as part of the school's commitment to continual improvement
- Providing a set of tools for planning, assessment, monitoring, evaluation, school improvement and accountability
- Setting out our expectations for best practice based on our guiding principles of outstanding practice.
- Enabling children to become confident, independent and resourceful learners who can work effectively with others.

Role of Teachers and Support Staff

- To treat children with kindness and respect

- To treat children fairly and give them equal opportunities to take part in class activities
- To establish good working relationships with children in their class
- To follow the school policy with regard to behaviour and discipline
- To follow the school policy with regard to inclusion
- To follow the school policy with regard to assessment
- To praise and build positive attitudes towards learning
- To secure good learning outcomes for pupils so pupils make good progress and attain well
- To have a secure knowledge of the relevant subjects and curriculum areas
- To have high expectations for every child
- To follow the school policy with regard to behaviour and discipline
- To follow the school policy with regard to inclusion
- To follow the school policy with regard to assessment

Role of children

- To be willing to “have a go” (*although children should not be afraid to say they don't know/understand*)
- To see making mistakes as part of learning to improve
- To be curious, aspirational, composed learners who persevere with challenging tasks
- To be supportive and appreciative of others they work with
- To be willing to share their learning with others

Role of Parents

- Ensure their child attends school regularly
- Attend parent information/workshops/consultations
- Encourage and support children in extending their learning at home through homework
- Work in partnership with the school if their child/children receives any additional support for learning
- Support the schools' Behaviour Policy
- Ensure that their child is equipped for school, e.g. 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
- Fulfil the requirements set out in the home/school agreement

Role of Senior Leadership Team and Middle Leaders

- To be role models to their teaching teams
- To support their teams through regular sharing of developments in teaching and planning
- To monitor and evaluate the impact of teaching and learning ('Day in the Life of' monitoring to include lesson observations, book scrutinies, learning walks, pupil interviews, learning environment scrutinies, planning scrutinies and monitoring of behaviour)
- To provide feedback to staff on strengths and areas for improvements of their teaching and give specific actions points
- To provide opportunities for teaching staff to observe good or outstanding practice and engage in reflective conversation related to teaching and learning
- To create consistency across the school through effective monitoring and feedback

Role of the Governors

- To monitor and review this policy in terms of its impact on practice through reports from the Headteacher, members of staff and external agencies e.g. Ofsted
- To ensure the school building and premises are best used to support successful teaching and learning
- To ensure that staff development and performance management promote good quality teaching that impacts upon learning

Principles

- To praise and reinforce positive behaviour
- To treat children as individuals
- To ensure there are equal opportunities for all pupils, regardless of disability, race, gender or religion

- To foster respect and in doing so promote positive attitudes towards other people
- To enable children to understand their community and help them feel valued as part of this community
- To help children grow into reliable, independent and positive citizens with an understanding of British Values
- To provide a motivating, engaging and stimulating environment that is purposeful for learning

High Quality Teaching (USE GUIDING PRINCIPLES)

This should include:

- Very clear learning intentions and steps to success stated in planning and shared with pupils
- Well-paced lessons
- Engaging lessons which children want to actively participate in
- Balance between teacher and pupil talk
- High expectations for progress and attainment
- High expectations for behaviour and calm effective classroom management
- A balance of class teaching for groups and individuals
- Reflective teaching
- Inclusion through effective differentiation (evident in planning)
- A range of assessment procedures incorporating AFL, effective marking and feedback – see Feedback and Marking policy and effective questioning
- Use of plenaries and mid-plenaries to assess children's understanding, add challenge and address misconceptions
- Effective use of support staff
- Challenge for all
- Appropriate support

High Quality Learning

- Clear understanding of learning intention and success criteria
- Understanding of tasks and activities
- Purposeful engagement of appropriate tasks that will challenge and interest
- Highly motivated, happy secure, confident children
- Able to be reflective and self critical
- Able to ask questions and participate
- Able to work independently and collaboratively

Planning should include

- Learning intention/success criteria
- Teacher focus
- Differentiation
- Organisation
- Role of extra adults
- Key vocabulary
- Key resources
- Assessment opportunities
- Information about children to support learning

Detail will reflect the experience of the individual member of staff, e.g. NQTs may require more detail in their planning.

Learning Opportunities

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work and paired work
- Independent work
- Whole-class work
- Asking and answering questions
- Use of computers / iPads
- Use of interactive whiteboards

- Fieldwork and visits to places of educational interest
- Visitors and themed days (WOW days)
- Creative activities
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity

Classroom Environment

The learning environment should support and reflect learning, valuing the efforts of all children and be age appropriate.

Classrooms must;

- Be well organised and tidy (clear surfaces, labelled drawers/folders)
- Be stimulating (up-to-date displays)
- Be able to scaffold learning (e.g. Learning prompts on the current literacy genre, which can be referred to, spelling words of the week etc.)
- Give children access to previous learning (e.g. learning walls, washing lines)
- Clearly state the non-negotiable expectations for children's work
- Share common displays, as agreed as a staff
- Meet the needs of all learners
- Encourage independence, so that children can access and choose their own resources for learning

Book Corner/ Area

This needs to be creative, interactive and organised. Key questions should be on display. It is important to speak to pupils about how they use it and what they would like. Author focus, themes etc. all help. Ensure there is time for children to read, and to get them hooked on reading. Every classroom needs to be a literate environment. All classrooms have a range of dictionaries and fiction and non-fiction books as well as displays relating to literacy subjects.

Displays:

These need to reflect curriculum areas. There should be separate displays for literacy, mathematics and topic/science.

Displays should be interactive, engaging, include questions and show examples of children's work.

Working displays

These need to be relevant and should support further learning. They should include key vocabulary. In both KS1 and KS2 modelled examples of previous and current learning should be recorded on flipchart paper and displayed on the wall in KS1 and as a 'washing line' in KS2.

Information displays

These should include key information such as: a weekly timetable, class list, groups, literacy and maths plans, class rules, learning and community values, behaviour stages.

Displays of edited/final work

The majority of these will be in the corridors and shared areas. They should be changed at least termly. They should provide a celebration of children's work. A full range of abilities should be on display.

Teaching Strategies:

The school will employ a range of strategies to ensure that teaching and learning in the school is as effective as possible:

Use of ability grouping and setting:

We believe that on occasion children learn best if they are working with children of a similar ability. This means that the teacher can get a very close match between what the children already know and what they need to learn next. This ability grouping happens in two ways, firstly, within a class where the teacher puts all the children into groups based on their ability and secondly, across year groups where children from different classes are put into groups according to ability. This is called 'setting'.

Use of booster classes:

The school will offer children the opportunity to attend 'extra' classes if it is felt that the children would benefit from them. Attendance at these classes is agreed with parents. The purpose of these activities is to enhance children's learning outside of the school day.

Collaborative learning strategies:

We believe that children can learn from each other and that we should provide regular opportunities for children to work together and share ideas. In lessons teachers will use 'talk partners' whereby children work together to test out each others thinking and explain answers.

Special programmes of work for gifted and talented pupils:

Children will be selected to take part in gifted and talented days / events within the locality when appropriate.

Specialist intervention for pupils with special educational needs:

The school will offer learning support assistants for extra sessions so that pupils with individual needs can be better catered for.

Appendices

1. Long term planning overviews: All Subjects, Maths, English
2. Medium term plan proforma – every half term
3. Short term planning proformas – for week/lesson
4. Learning environment
5. Guiding Principles of Outstanding Practice