Stalbridge CE VC Primary School

Teaching and learning policy

1. **Introduction**
   This policy has been written by the teaching staff, taking account of the school's ethos and vision. It reflects the needs of all pupils and the aims of the school. It will be reviewed annually and used by staff to ensure consistency of practice.
2. **General**
   The role of this policy is to set out the school's aims, and to show how curriculum organisation and management meet those aims. It is based on the view that there are many ways that pupils learn and enjoy learning. We believe and operate on the understanding that that the different curricular areas have more similarities than differences. This policy does not replace individual subject policies but forms an over-arching structure beneath which each subject operates. Senior leaders will actively research good practice in teaching and learning, supporting and training staff in best practice across the curriculum.

3. **Equal Opportunities.**
   In accordance with the school's Equal Opportunities Policy, all children at Stalbridge Primary are given full access to the National Curriculum. Staff endeavour to help all children reach their full potential through positive actions and inclusivity regarding culture, religion, gender, ability and aptitude.

4. **Learning**
   Assessment for Learning
   At Stalbridge, we integrate the key principles of Assessment for Learning (AFL) into teaching and learning. AFL is the day to day assessment that measures the impact of teaching and informs subsequent planning. It is the engine that drives good progress. Practical and effective formative assessment strategies underpin all teaching and learning.

   Teachers ensure that children understand clearly and unambiguously exactly what they are meant to be learning in each lesson (clear learning objectives). Clear success criteria are provided, both by the teacher and pupils, so that both teachers and pupils can evaluate the extent to which the learning objective has been achieved (self and peer assessment). Teachers plan effective questioning to encourage discussion amongst pupils, enabling them to evaluate and promote learning and critical thinking. Pupils are given feedback, both oral and written as appropriate in order that they understand clearly where they have succeeded, what they need to do to improve and what the next steps in their learning are. We have high expectations for all pupils and set challenging targets for pupils to achieve.

5. **Learning behaviours- Learning power**
   At Stalbridge, pupils learn about the skills and attitudes needed to be a good learner. They do this through the school vision: We believe in building each other up, in discovering the potential of our world and in ourselves; we aspire to be the best we can be, through God'

   We also promote a 'Growth Mindset' where pupils are encouraged to have a positive open mind about their abilities, understand the process of feeling stuck or making mistakes and reflect on the process of learning.

6. Curriculum

In Reception we follow the EYFS Curriculum. There are 7 areas of learning (3 prime areas and 4 specific areas). The prime areas are: Communication and Language, Physical Development and Personal, Social and Emotional Development. The specific areas are Literacy, Numeracy, Understanding the World and Expressive Arts and Design.

In Years 1-6 we follow the National Curriculum 2014, through a mainly topic based approach, where possible. Schemes are used in RE (Understanding Christianity and Discovery) and PSHE (Jigsaw) and PE (Complete PE) Computing (STEM).

7. Planning

Planning within year groups is a vital part of the whole school working towards consistent and high standards. Planning takes place weekly within year groups. The curriculum for each year will be planned to give consistency within and across year groups. It is organised into Long, Medium and Short-Term plans. Teachers within year groups must follow the plans for that year.

Long term plans

Long term plans are developed as a school team to ensure consistency and progression. Medium term overviews and plans are created and weekly plans provided. All planning is monitored and supported by senior leaders.
All plans must follow the school format and will be shared with senior leaders and coordinators in advance of the lessons. By email or paper copies.
An electronic copy is also saved onto the school shared resources.

Medium Termly planning

Medium term plans provide guidance for the term in thematic or subject specific areas. Overviews are prepared, published and shared with senior leaders.

Short term plans- Weekly planning

Weekly plans are prepared in advance and used for Literacy, phonics, spelling, grammar and punctuation and maths. Planning is kept in the classroom on a teacher's display board as well as a teachers' clipboard. All other planning is kept in a shared online file, accessible to leaders at all times. Weekly plans are provided in advance for all teaching assistants within the class. Planning should not be exhaustive and allow for some flexibility in recapping or moving forward with learning.

All plans must be differentiated and reflect the needs of that cohort.
Planning will be created by the class teacher. Online plans may be used as a guide for resourcing an area, though not as verbatim plans. HLTA's covering lessons will always be provided with the class teachers' planning and resources. The teacher will oversee assessment and marking.

Planning should include the following areas;

- Learning objectives (NC 2014 or EYFS) and Success Criteria
- Differentiation – including depth of learning (or greater depth) and support for SEN
- Opportunities for assessment for learning

- Opportunities to develop creativity throughout the curriculum

Planning might also include a reference to:

- Opportunities for links within all curriculum areas
- Outdoor learning opportunities and sustainability
- Global learning and pupil voice
- Health and wellbeing
- Resources need to deliver teaching including ICT and support for SEN
- Roles of the TA
- Homework opportunities (as necessary)

8. Timetables

Class weekly timetables must be displayed in the classroom and daily visual timetables used for children. The school follows a rota for the use of PE and ICT space. Teachers must ensure the timetable is met in its entirety to ensure effective coverage for pupils. From time to time, class timetables will need to be amended to take account of whole school events, class trips or special visitors.

9. Learning Environment

At Stalbridge Primary, we aim to provide a rich and stimulating learning environment, inside and outside the classroom. The learning environment is managed in such a way as to facilitate different methods of learning. These include:

- ✓ Investigation
- ✓ Experimentation
- ✓ Talk and discussions
- ✓ Listening and observing
- ✓ Asking questions
- ✓ Practical exploration
- ✓ Role play
- ✓ Retrieving information
- ✓ Imagining
- ✓ Problem solving
- ✓ Making choices and decisions
- ✓ Use of ICT
- ✓ Access for children with Special Educational needs

10. Classroom organisation

Each learning space is organised to maximise the development of independence. This is achieved through:

- ✓ clear labelling of equipment and areas within the classroom;
- ✓ easily accessible resources that are tidied and looked after by the pupils;
- ✓ comfortable and attractive book corners and informative labels and questions on displays to reflect the language diversity within the school.
- ✓ Tidy and safe workspaces that meet the needs of all pupils

All classes with the exception of upper KS2 should make room for a carpet area for pupils. Centrally stored resources are grouped according to curriculum subject and are clearly labelled. These must be returned promptly and in a tidy fashion.

11. Teaching and learning

At Stalbridge, all teachers and teaching support staff reflect on their practice and use planning flexibly to ensure that all pupils achieve their potential. Flexible groupings, repetition and on occasions, block lessons can be organised by the class teacher.

Effective teaching occurs where practitioners;

- set high expectations
- are good at planning and set clear objectives for each lesson
- employ a variety of methods and strategies throughout the lesson
- differentiate for learning and depth of learning
- have clear strategies for pupil management
- manage time and resources wisely
- manage behavior well
- employ a wide range of assessment techniques
- link homework to work done in the lesson and review this regularly

Effective learning occurs where pupils;

- see the purpose of what is to be learned
- Understand how learning occurs and what might hinder learning
- deepen their knowledge and develop new cognitive skills
- are led through a well-sequenced structure towards a level of greater complexity
- make clear connections with other subject areas and other learning activities
- are encouraged to listen to the ideas and views of others
- are provided with opportunities to apply any new knowledge and deepen their learning
- are stimulated through the application of initiative and imagination to solve real-life problems
- set time aside for reflection and the establishment of further lines of enquiry
- have time to review their learning, edit, make corrections
- support peers in their learning
- develop self-esteem and self-sufficiency in their own learning.
- Recognise what skills are being used in their learning

12. Curriculum leadership

Teaching staff hold curriculum leadership and responsibility for one or more areas. Time is allocated for leadership which includes monitoring, innovation and support. Leaders are encouraged to be creative in developing the teaching and learning of their subjects. They use action plans to lead, monitor and evaluate whole school outcomes. Leaders should attend network meetings, staff training and visits to other schools.

13. Quality assurance, monitoring and support

Senior leaders monitor the effectiveness of teaching and learning through a number of monitoring processes including

- Lesson drop ins
- Lesson observations and feedback
- Data reviews
- Book reviews
- Planning scrutiny
- Target setting meetings -senior leaders and SENCO
- Pupil consultations
- Reports to governors
- Reports to SEP

All processes run on a cycle of monitoring- termly.

14. Accountability.

Performance management appraisal reviews include teaching, learning and leadership in the targets and annual evaluations. The head teacher and the School evaluation partner (SEP) use this information to evaluate the schools' effectiveness and set goals, reporting back to the governing body termly.

15. E – safety

Staff follow E-safety rules at every occasion where online access and IT resources are used. Pupils are taught to keep themselves safe from harm and radicalisation through dedicated lessons during E-safety week. The local police deliver lessons and the school works through lessons using Hector's world, 'Thinkuknow' and other E-safety resources.

Staff and volunteers are reminded to pay due regard to the Child protection policy and alert the Designated lead for Safeguarding immediately if concerns arise.

The Designated Lead for Safeguarding is Simon Elledge
The Deputy Lead for Safeguarding is Heidi Padfield.

Further guidance can be found in the school's ICT and E-safety policy.

Adopted by governors
Curriculum committee
Review annually