

CROSSLEE COMMUNITY PRIMARY SCHOOL



Teaching and Learning Policy

November 2021

Rights Respecting Article 28 - Education

Crosslee Community Primary School

Learning and Teaching Policy October 2020

Introduction

At Crosslee Community Primary School we believe in lifelong learning and that both adults and children learn new things every day. Learning should be a rewarding, varied and enjoyable experience for everyone and should include gaining good learning behaviour, motivation, resourcefulness and resilience both in and beyond the classroom. We want to enable children to become confident, resourceful, enquiring and independent learners, empowering children to make learning a life time experience.

We believe that people learn best in different ways. At our school we provide a rich, varied learning experience and environments that allow children to develop their skills and knowledge to their full potential with the Rights and Responsibilities curriculum intertwined throughout.

Aims

- To provide quality education through careful planning, resources, delivery, monitoring and evaluating the curriculum.
- To provide a broad, balanced curriculum which meets pupil's personal learning needs in a safe, secure and stimulating environment which includes the outdoors.
- To ensure progression, achievement and high standards for all children.
- To raise attainment through using approaches that allow children to understand their strengths, enabling them to develop strategies to overcome challenges.
- To keep up to date with new strategies and resources that offer refreshing opportunities for improved learning.
- Enable children to become confident, resourceful, enquiring and independent learners, empowering children to make learning a life time experience.
- To embed the value of care and consideration for others and the environment. To help children grow into reliable, independent and positive citizens with an understanding of British values.

Principles of Learning and Teaching

All members of the school community (school staff, pupils, parents, governors and the wider community) work towards the school aims by:

- Recognising children's individualities and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of behavioural expectations and the behaviour policy.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Working as a team, supporting and encouraging one another.

A Learning Organisation

Teamwork

As a staff team we recognise that reaching high standards of learning and teaching involves teamwork. We agree that this means we need to do the following on a consistent basis:

- Be honest and open with each other at all levels.
- Share resources, ideas and skills with each other.
- Value the contributions of everyone.
- Offer and accept help as necessary in the knowledge that we are all pursuing the same ultimate goal.
- Provide a role model of teamwork for the children.

Staff as Learners

We recognise the need to develop our own skills throughout our lives as teachers and learners. We believe that our school should be a learning organisations for us all and we therefore:

- Work consistently in an effort to improve on our own goals through setting targets and evaluating our own progress, to ensure that we achieve to our full potential. Appraisal is completed for all staff to support our own progress and the improvement of the school as a whole.
- Celebrate success and achievements.
- Keep aware of current trends, initiatives and have up to date subject knowledge.
- Always have consideration to a work / life balance.
- Speak in a calm manner in order to maintain an effective working environment and to de-escalate situations.
- Be well prepared and well-resourced in all lessons.

The Learning Environment

At Crosslee we believe that the learning environment is a statement of our expectations and as such we will strive to:

- Provide a well-ordered, tidy environment without clutter, which is effective for its purpose as a place of learning.
- Work together to provide a safe, secure, welcoming and stimulating environment.
- Provide clear values, rewards and sanctions.
- Use time and high quality resources effectively.
- Ensure resources are clearly labelled and accessible to children.
- Encourage children to be independent and to care for resources effectively.
- Use display as a stimulus, an interactive aid, to celebrate achievement and to set standards. Displays should show current half term topics and reflect and promote difference and respect through a focus on key people relevant to topics studied. Displays should reflect the variety of preferences that learners have for demonstrating their knowledge, for example mind maps, lists, charts, posters, 'Working Walls' and learning journeys.
- Rooms should be warm, well ventilated and light.
- Use the whole school environment including the outdoors and local community to provide effective and stimulating learning opportunities.
- Provide an environment that is conducive to learning using for example, light and music.

Effective Teaching and Learning

We provide effective Teaching and Learning through a range of strategies. These include the following areas:

Teaching and Learning Styles and Strategies

- Dependent on the task we adopt whole class, group and individual teaching. We vary groupings according to the children's needs.
- We provide a balance of exposition, research, instruction, investigation, problem solving, enquiry and consolidation to meet objectives set.
- We encourage pupil interaction and participation through for example, effective questioning, use of quizzes, Kahoots and Kagan strategies as appropriate.
- Where resources allow we provide practical and first hand experiences.

- We value the use of role play, drama and speaking and listening activities in enhancing the children's learning including hot seating, debate, presentations, talk partners and performances.
- Teaching strategies that are Visual, Auditory and Kinaesthetic.
- Provide opportunities for children to teach one another.
- Mind maps to stimulate the brain and assess learning outcomes.
- Assessment for Learning strategies – self, peer, teacher.
- Theme Days and Weeks.
- Learning through play, fun and enjoyment.
- Have a flexible approach which differentiates to meet the needs of individuals whilst providing the National Curriculum in line with age related expectations.
- Developing emotional literacy through the whole school ethos.
- Key skills and basic skills taught across the whole curriculum.

Resources

- Use of a range of ICT – e.g. Interactive boards, voice recorders, visualisers, cameras, laptops, ipads.
- Visitors into school on specific themes and visits to places of educational interest on a half termly basis.
- Use a range of ways to record outcomes including: writing, audio and video recording, drawing, ICT, making, presentation, performance, charts and tables
- **(Some of the above may be limited due to Covid safety restrictions)**

Environment

- Raising awareness of the conditions needed to be fit for learning – healthy eating, sleep, regular exercise.
- Use the outdoors to stimulate learning e.g. Cross-curricular ways to use the garden, forest school area, shelters, playground and Early Year's areas.
- Provide an effective Learning Environment throughout the school which meets the needs of all learners.
- Learning journeys to show the development of a theme over a term/half term.
- Working walls for English and Maths.
- Globe and World map.
- Role play.
- Attractive Reading areas.
- E-safety area/computing
- Supportive of our EAL and SEND pupils through e.g. visual timetables and prompts, reflecting the advice given to support identified learners

School Strategies for Improvement

- Use **clear objectives** (WALT) and **success criteria** which list criteria for the successful achievement of specific tasks or genres. These can be decided upon by the teacher but are best created in conjunction with the children themselves.
- The **context** of the work should be identified separately to prevent any confusion between the **skill** and the theme used to convey the learning opportunity. The objective being taught should be the focus for the learning and children need to have a clear understanding of this.
- Use **'Lolly Lotto' or randomiser** to reduce the need for 'hands up' teaching and to increase engagement and enjoyment from all pupils.
- Use of on-going assessment for learning throughout the lesson. This may be through plenaries, mini-plenaries, quizzes, Kahoots. They provide frequent opportunities for pupils to show when they may need additional support to succeed or may need greater challenges to progress. Teachers can therefore quickly adapt their teaching to meet these needs on a one to one, group or class basis.
- Use of assessment for learning may also be completed at the end of lessons through a range of strategies to include effective questioning, self-assessment, pre and post tasks. These assessments are then to be used to inform future planning for the whole class, groups or individuals.

The Curriculum

At Crosslee we believe that to ensure the intellectual, social, physical, moral, spiritual and emotional development of the children the curriculum must be effectively planned and monitored. We therefore aim to:

- Provide the National Curriculum for all to access at their year group expectation through careful planning and differentiation of each subject in terms of the Intent, implementation and Impact.
- Provide a Theme based curriculum which is stimulating and meaningful and is structured around challenging questions from both the teacher and children.
- Provide differentiated work to ensure all pupils are supported and challenged appropriately. Providing personalised learning which may include intervention programmes and extension work as required.
- Ensure coverage of the National Curriculum effective planning.

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- Have clear learning objectives and success criteria to develop both knowledge and skills.
- Ensure our curriculum takes account of our diverse community and endeavours to promote respect, rights, values and beliefs including British values, promotes the Prevent strategy and the Rights Respecting framework.
- Monitor the effectiveness of each subject by reviewing planning, classroom observations, scrutiny of work, assessments and data.
- Subject Leaders are to complete audits, resource, and monitor their curriculum area to improve standards of teaching and learning throughout school.
- Develop our own knowledge and expertise.
- Provide a unique curriculum to meet the needs of our pupils and the community, adapted to meet the ever changing needs of our learners.

Interventions and boosters

The school provides a range of interventions and boosters to support identified pupils. Both academic and social and emotional needs are supported through these interventions. Pupil's may be supported within class or withdrawn for one to one or group support. These are monitored and assessed for ongoing impact. This year, following school closure, we are providing an extensive range of 'catch up' interventions and boosters.

Effective Learning Behaviour

All our teachers strive to establish positive working relationships with all children in the class in an atmosphere of trust and respect. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school Behaviour Policy. We praise children for their efforts and build in accurate feedback about the learning processes they have just used. Through this we help to build positive attitudes towards school and learning. We follow a positive behaviour programme 'Good to be Green' with a systematic scheme of rewards and sanctions to encourage good behaviour throughout school.

Effective Teaching

An effective teacher:

- Is well planned and prepared.
- Ensures all children make good progress during each lesson and from one lesson to the next.

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- Maintains good behaviour for learning, has positive relationships and ensures the children are on task.
- Has high expectations of work, attitude and behaviour.
- Makes lessons interesting, engaging and appropriately challenging.
- Differentiates the curriculum with a focus on reaching Age Related Expectations.
- Has good subject knowledge, knowing the intent of the subject, how it is implemented and it's intended impact.
- Uses a variety of teaching and grouping techniques to meet the needs of the specific class.
- Has well established classroom strategies.
- Maintains pace and rigour – sets appropriate time limits.
- Has sound knowledge of children's capabilities and ensures there are opportunities to master the curriculum.
- Demonstrates good questioning, builds on prior knowledge and supports the development of long term memory.
- Uses resources efficiently and effectively.
- Provides effective assessment both formal and informal, marking and feedback.
- Provides well for all groups of learners, eg EAL, boys, girls, SEN, most able.
- Provides effective remote learning opportunities when and as needed in line with whole school expectations.

We believe that children will effectively learn what we are teaching when:

- They are involved in their learning by sharing learning objectives and success criteria.
- They are helped to develop their knowledge, concepts and skills through carefully planned, challenging and well-paced lessons.
- Pupils develop the ability to concentrate, remain on task and show resilience.
- Develop their ability to question effectively.
- Pupils know that their teacher has high expectations.
- Children assess their own performance and take some responsibility for their learning e.g. self-assessment, target setting.
- All in school promote achievements through praise, celebration and rewards.
- Children are given the opportunity to demonstrate progress in learning and transference of skills in new contexts.
- Children are helped to develop respect for others and the world around them, and to recognise and celebrate the similarities and differences between individuals, groups and cultures.

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Role of the Senior Leadership Team

The SLT will promote the Teaching and Learning policy. The SLT will provide training in line with staff needs and monitor implementation throughout the school. They will continue to research and develop new ideas and review and develop the policy as a result of any new ideas and strategies being introduced.

The Role of Governors

Our governors determine, support, monitor and review the school policies on learning and teaching and raising pupil attainment. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the school buildings and premises are safe and are best used to support successful learning and teaching.

The Role of Parents

We believe that parents should play a significant part in their children's education. We therefore:

- Encourage this partnership by welcoming parents into the school.
- Encourage parents as helpers and welcome their support.
- Build effective links through home/school liaison.
- Have regular parent's evenings and encourage their involvement in their child's learning.
- Seek the support of parents for the school's policies on behaviour, attendance and learning.
- Send information to parents at the start of each half term to outline the topics that the children will be studying during that term at school.
- Send two reports to parents per year.
- Hold parent's meetings and workshops to support them in understanding aspects of their child's learning such as the year group curriculum, sex and relationships education and reading.
Provide parents workshops and events to improve their own skills and their support to their children through family learning.
- Communicate effectively with parents through the website, texts and letters.
- (Some of the above are dependent on Covid safety and restrictions, however we are continually looking at ways to continue to involve parents in new ways).

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We believe that parents have the 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 that their child is equipped for school with the correct uniform and PE kit.
- Ensure homework including reading is completed regularly and on time.
- Do their best to keep their child healthy, rested and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.
- Read and respond to letters and other communications as appropriate.
- Promote a positive attitude towards school and learning in general.
- Speak and behave in a respectful way in the school environment.

Monitoring and Review

We are aware of the need to review the school Learning and Teaching policy at least annually so that we can take account of new initiatives, changes in the curriculum, developments in technology, changes to the physical environment of the school or changes required to meet the needs of our pupils.