



## Teaching and Learning Policy

Date Agreed by Governors: \_\_\_\_\_

Review Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair of Governors)

Signed: \_\_\_\_\_ (Headteacher)

### **Aims and objectives of this policy:**

At Sherdley we believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Nurture children's self-esteem, and help them to build positive relationships with other people;
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community, and help them feel valued as part of it;
- Help children grow into reliable, independent and positive citizens

### **There are five key principles to effective teaching and learning**

At Sherdley we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, consolidation and extension of learning for each child, at each stage of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective explanations and focused learning activities/areas with clear objectives and outcomes
- a clear understanding by the children of the method and purpose of activities in which they are engaged
- progress in the children's learning; this could be in their books, profiles, on the walls, in conversation and in their learning behaviour

TEACHERS WILL ENSURE THAT:

- work is planned following the year-group long term plans and weekly/daily planning should be saved weekly for shared reference with colleagues (on the staff share in planning/year group/subject)
- planning is shared with other members of staff in the class, and is made available for pre-booked supply teachers
- planning is holistic, recognising connections between areas of learning, characteristics of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development. It should reflect the diverse range of cultures where appropriate, including fundamental British values.
- the format used for individual lesson plans is down to own preference and may evolve to suit the teacher, so may not be uniform; an English format has been shared with all teachers as a specific starting point. Phonics is to follow the letters & sounds format. EY have a basic agreed format.
- planning should allow opportunities for the pupils to build up their own understanding through various activities
- lessons are well structured and differentiated to ensure all children can access work matched to their level of ability
- lessons allow opportunities for the children to review what has been learnt
- they provide appropriate opportunities for feedback to the children, celebrating success and reviewing learning strategies
- the teaching (planning and marking) should indicate what the next step (where and when appropriate) in the learning will be; this could be in the form of progression in planning or feedback during marking – see Marking, Feedback and Presentation Policy. For EYFS it should indicate changes in provision and/or an enhanced activity
- all learning styles are offered across the curriculum within a flexible lesson structure that adapts to meet the needs of the pupil

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- that there is a Curriculum Map in place for each subject that is broad and balanced (see subject co-ordinator files)
- that long-term plans are in place and available on the staff share
- that subject specific curriculum policies are in place
- a monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, monitoring of books, monitoring of EYFS Profiles, drop-ins and analysis of teacher assessment data (Insight)

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- creative teaching and creative learning
- teaching that supports the construction of skills and knowledge, making learning accessible and motivating for children
- learning activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- a pace of learning that is optimised for progress and high quality outcomes
- children's home-learning being valued
- children learning independently
- children collaborating on projects
- children enjoying their learning
- children are actively engaged in their learning

TEACHERS WILL MAKE SURE THAT:

- well-judged and effective teaching strategies are successfully used to engage pupils in their learning i.e. a hook/introduction or journey and a high quality outcome will be in evidence
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes learning at a greater depth
- there is an appropriate ratio of explanation to learning-activity in their teaching
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assemblies, ClassDojo, notice boards, the school website
- whole school enrichment weeks provide points of shared discussion and motivate learners across the school

**Children learn best when assessment informs teaching so that there is provision for support, consolidation and extension of learning for each child, at each level of attainment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher
- children who are motivated to learn through differentiated learning activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- children with specific learning needs receiving support at the time and at a level that is required to support their learning
- pupils supporting one another where appropriate
- independent learning, where children use assessment information to direct their own learning activity

TEACHERS WILL MAKE SURE THAT:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- marking is frequent and regular – as per the schools Marking, Feedback and Presentation Policy
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and challenge for all
- they keep agreed assessment records (Reading Records, phonic tracking sheets, intervention maps, EYFS tracker) and submit data half-termly on Insight to enable Pupil Data Tracking (reading, writing, mathematics and all EYFS areas). EYFS data will be recorded termly on Insight.
- LSA staff are deployed effectively to ensure that support is impacting on progress and attainment

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an appropriate Assessment Policy in place that ensures consistency of practice
- there is an efficient system of pupil data tracking in place; data is scrutinised rigorously in termly Pupil Progress Meetings involving year group partner teachers and LSAs; this data is utilised in the deployment of resources and in particular used to complete the class intervention maps
- that the SENCO is available to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- an atmosphere of mutual respect between adults and children
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- children's high self-esteem, with all children feeling valued and secure
- children taking risks in their learning, and learning from their mistakes
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
- organisation of classroom routines and resources to optimise learning

TEACHERS AND LSAs WILL MAKE SURE THAT:

- they teach children how to behave well
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools Positive Behaviour Policy, and these are applied fairly and consistently
- good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
- any criticism will be constructive and children's self-esteem will always be maintained

IMPLICATIONS FOR THE WHOLE SCHOOL:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff
- safeguarding procedures are in place and are strictly adhered to

**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children's home-learning being valued; both those resulting from tasks and activities set by the teacher and those occurring independently of school

TEACHER'S WILL MAKE SURE THAT:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent and teacher meetings and an annual written report
- parents know how they can support their child's learning at home or in school
- they are approachable and available to parents (by appointment if necessary)
- information about class trips, class and school events, and other relevant topics are communicated timely and efficiently to parents via website, text, letter or email
- parents are welcomed to help in their classrooms and /or around school
- they set appropriate home-learning activities to develop children's understanding of topics covered in class (available on the website)
- Family Learning events and workshops provide parents with an insight into how specific concepts/skills are taught, e.g. phonics, maths

IMPLICATIONS FOR THE WHOLE SCHOOL:

- the appointment of a member of staff to nurture parental engagement and encourage life-long learning for parents and the wider community – Children and Families Community Co-ordinator
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, social media and the school website
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for the parent and teacher association

### **Remote or Blending Learning**

A Remote Learning Plan has been produced with the support of all teachers in September 2020. This has been shared with governors and the parent body. The plan will come into place in the event of individuals (Tier 1), a year group (Tier 2) or a whole school (Tier 3) go into isolation or lockdown. The plan clearly sets out the expectations on teaching and learning and the amount of work per day that should be provided for children. Learning can be provided either via ClassDojo Portfolios or Office 365 – all children in school have been provided with an Office 365 account.

## **Covid-19**

Thorough risk assessments and an action plan have been created and shared with staff and governors in relation to coronavirus and teaching and learning in school – please see these documents for further details.

The local authority have carried out two H&S visits in the autumn term 2020, both were very positive.

In November 2020 the HSE carried out a Covid-19 Spot Inspection and the findings were very positive; the school was referred to as 'Gold Standard'.