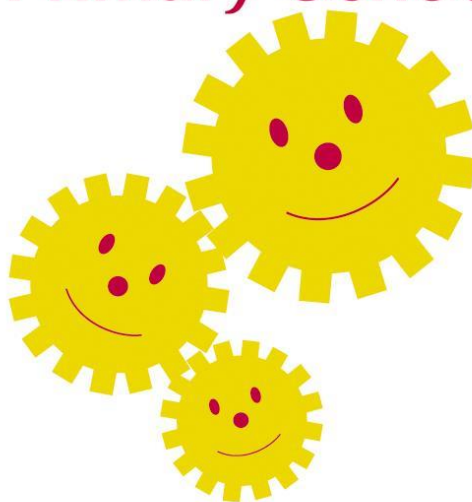


# Chuckery Primary School

**Chuckery**  
Primary School



*Working Together*

## Teaching and Learning Policy

Completed By:	Ruth Davies
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## **Introduction**

At Chuckery Primary School we believe in the concept of lifelong learning and the notion that learning should be a rewarding, memorable and enjoyable experience for everyone. Through teaching and learning experiences we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, their community and their world.

## **Aims and Objectives**

To provide all members of the Chuckery Primary learning community with a clear understanding of what teaching and learning at our school will look like. It will make clear what is expected of all stakeholders in the school and how they will ensure the appropriate Teacher Standards are met and how the quality of education across the school will meet the criteria set out by Ofsted.

## **Effective Learning**

We believe effective learning is achieved through high quality teaching and the active engagement and participation of everyone. We recognise all children need to progress well over time and at every stage in their learning career at Chuckery Primary School. We also recognise that where there is evidence that a child or a group of children are not progressing well, appropriate action must be taken quickly and decisively.

Learners will be provided with opportunities to make their own choices about their learning; consolidating the idea that learning is about developing understanding rather than just remembering facts.

We will ensure children learn effectively by providing them with opportunities to:

- investigate and solve problems
- make informed decisions and choices
- research and find out
- develop a love for learning
- take part in group learning activities
- take part in paired learning activities
- take part in independent learning activities
- take part in whole class learning activities
- ask and answer questions
- take part in educational visits, residential and other learning experiences
- make choices about the direction of their learning
- take part in creative activities
- respond to and use a variety of multi media sources
- take part in a range of physical activities
- take part in after school clubs which promote enjoyment and develop expertise
- have guest visitors and performers to enhance their learning
- allow them to access relevant resources
- have opportunities to assess their own and their peers' learning identifying the next steps in the learning journey
- have a variety of practical, hands on experiences
- adopt healthy and safe life styles
- make a positive contribution to the local and wider community

- develop economic awareness

### **Effective Teaching**

At Chuckery Primary School it is expected that both the current Teacher Standards and expectations of the current Ofsted framework are met by all teachers. We expect that:

- the teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum
- teachers have consistently high expectations of pupils
- teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions
- reading, writing, communication and mathematics are well taught
- teachers and other adults create a positive climate for learning in which pupils are interested and engaged
- marking and constructive feedback from teachers contributes to pupils' learning
- teaching strategies, including setting appropriate homework, together with support and intervention, match individual needs.

Good teaching will be achieved through ensuring that the needs of all learners are met by:

- having high aspirations for every child in every lesson (Teaching Standard 1b,1c, 2a)
- ensuring all children make at least the expected progress against the learning objective of the lesson and achieve their personalised targets over time. (Teaching Standard 2a-e)
- providing an effective environment which promotes learning, recognises the cultural background of the learners and supports learning through a balance of working walls and displays of learning. (Teaching Standard 1a, 7a)
- developing a positive learning atmosphere where children interact positively with each other and adults and the behaviour policy is followed and used to support good behaviour. (Teaching Standard 1a, 7b-d)
- planning lessons which are based on accurate subject knowledge and understanding. (Teaching Standard 3a-e, 6a-d)
- ensuring Assessment for Learning takes place throughout the lesson using a range of planned assessment opportunities and is enhanced by quality marking which identifies gap tasks to achieve next steps in learning. (Teaching Standard 6a-d)
- planning lessons which are based on the accurate assessment of each individual child's learning and identifying opportunities to assess each child's progress within the lesson. (Teaching Standard 3a-e, 6a-d)
- providing a clear spoken and where appropriate written language focus for every lesson. (Teaching Standard 3c,5d)
- ensuring opportunities for the use of children's first language are planned and help to develop higher order thinking where appropriate. (Teaching Standard 5a-d)
- ensuring a learning objective is planned for each lesson and that all learning objectives are statements which make clear to teachers and children what the focus of the lesson will be. (They should not be topic specific e.g. "To write a newspaper

report” (**NOT** to “write a newspaper report about pollution”)) (Teaching Standard 4a, 4d)

- ensuring success criteria are outlined in the planning and then shared and where appropriate developed with the children within the lesson. Success Criteria give explicit markers which need to be achieved and should be the same for all the learners in the class. (Teaching Standard 4a,4d)
- ensuring each differentiated group has a clearly planned learning outcome. A learning outcome is what each child is expected to have achieved by the end of the lesson and will be how their progress towards achieving the Learning Objective will be measured. (Teaching Standard 5a-d)
- delivering lessons which are carefully differentiated to ensure the needs of the children are met. This may be through different levels of activity, supportive materials or prompts, a range of apparatus, mixed ability grouping, focus groupings and teacher support. *It is rarely enough to differentiate by adult support or outcome alone.* (Teaching Standard 5a-d)
- putting planning in place for appropriate and additional provision for children with EAL and SEND. (Teaching Standard 5a-d)
- delivering well paced lessons which take into consideration the children’s age and ability. (Teaching Standard 1b, 2a-e)
- effectively managing time to allow children to make appropriate progress within a lesson. (Teaching Standard 4a, 7a-d)
- ensuring the range of learning experiences across the curriculum incorporates different learning styles. (Teaching Standard 4b,4c, 4e)
- asking questions which promote learning and deeper understanding. (Teaching Standard 3a,3b,4b,6a,6b)
- providing pupils with opportunities to talk about their learning in a variety of ways; posing questions, discussing answers, rehearsing writing and deepening understanding. (Teaching Standard 2c,2e,4b,6a-d)
- ensuring lessons incorporate a range of well thought out activities which engage and motivate, ensuring all children are involved in all aspects of the lesson. (Teaching Standard 1b, 2a-e, 3a-d, 4a-e, 5a-d, 6a-d)
- providing opportunities for pupils to work independently as well as being supported by teaching staff, other adults and family members. (Teaching Standard 2b, 4c,8c,8e)
- collecting a range of evidence which depicts each child’s learning. (Teaching Standard 2a, 4d, 6a-d)
- ensuring all staff recognise the importance of their own professional development and have the opportunity to work collaboratively to enhance pupil outcomes (Teaching Standard 8a, 8b,8d)
- providing regular feedback and sharing information regarding the learning, progress and well being of each individual child to staff and other stakeholders. (Teaching Standard 8b,8e)

## **Roles and responsibilities**

### Leadership Team

- Develop high quality teaching, leadership capacity and high professional standards among all staff
- Ensure teachers all understand the need to meet the Teacher Standards and that they will be measured annually as part of the agreed appraisal process. (See agreed Appraisal Policy)

- Will identify training opportunities and provide support to develop all staff in improving standards of teaching and learning.
  - Regularly monitor standards of teaching and learning throughout the school using information collected from monitoring activities as defined in the agreed Monitoring Policy
  - Provide teachers with opportunities to take part in professional discussions about their teaching and support them to identify and personal action points to develop their practice in line with the agreed Monitoring Policy
  - Monitoring the impact of the feedback as defined in the agreed Monitoring Policy
  - Engage parents in supporting pupils' achievement
  - Providing feedback on standards of teaching and learning to Governors.
  - Evaluating the effectiveness of staff in meeting the DFE teaching standards as defined in the Appraisal Policy
  - Reviewing the impact of initiatives implemented to improve standards of teaching and learning and put in place plans to make further improvements as defined in the agreed Monitoring Policy
- Ensure relevant risk assessments are in place to ensure children and staff are safe
- Promote the importance of developing supportive professional relationships

#### Subject area leaders

- Ensure they have up to date knowledge and understanding of their subject/s.
- Manage budgets and resources to maximise teaching and learning opportunities.
- Work with SLT to regularly monitor standards of teaching and learning throughout the school in their subject area as defined in the agreed Monitoring Policy
- Provide staff with clear feedback in their subject, identifying what is done well and how further improvements can be made, and then monitor the impact of the feedback as defined in the agreed Monitoring Policy
- Provide feedback on standards of teaching and learning to SLT and Governors as appropriate.
- Work with SLT to evaluate the effectiveness of staff in raising standards in teaching and learning in their subject area.
- Review the impact of initiatives implemented to improve standards of teaching and learning, putting in place action plans to support further improvements in their subject area.

#### Teaching staff

- Have an up to date knowledge and understanding of the subjects that they are teaching
- have consistently high expectations of pupils
- Are accountable for the learning and progress of **every child** in their class in all areas of the curriculum
- improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions
- Ensure additional support is planned for and delivered as appropriate
- Provide support and planning for support staff where allocated
- Ensure all school policies are implemented and the staff handbook is adhered to
- Provide a stimulating atmosphere where children feel safe, valued and secure which is conducive to promoting learning
- Mark and provide constructive feedback which contributes to pupils' learning

- Keep up to date records of each child including assessments
- Ensure children are safe and relevant risk assessments are made where necessary
- Engage parents and carers in the learning of their children as well as providing reports on progress
- Plan for, and hold, parent workshops to support parents' understanding of what and how their children are learning
- Keep records of their own professional development, sharing and implementing new ideas
- Ensure children achieve targets and make appropriate progress over time and in individual lessons

#### Teaching Support Staff

- Liaise with class teachers before the lesson they are supporting, to ensure they are clear about their role to promote learning
- Have appropriate resources ready for the children they are supporting
- have consistently high expectations of pupils
- create a positive climate for learning in which pupils are interested and engaged
- Keep up to date documents of the progress of the children they are supporting and provide written feedback on the planning at the end of the lesson.
- Are clear how they will develop children's learning by having an up to date knowledge and understanding of the subjects that they are supporting.
- improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions
- Ensure all school policies are implemented and the staff handbook is adhered to maintain relationships with parents before, during and after school as appropriate
- Support class teachers in providing, using and sharing resources which promote learning, including classroom display.
- Help ensure a prompt start to each learning session.

#### Non Teaching Staff

- Ensure all school policies are implemented and the staff handbook is adhered to
- Help ensure the school environment is conducive to learning
- Ensure the school is a safe learning environment for all
- Promote and uphold the values of the school
- Promote a positive attitude towards the children's learning

#### Governors

- Our Governors will monitor standards of teaching and learning and ensure relevant policies are in place and effective
- Participate in Learning Walks and other learning based activities to give them a better understanding of the work of the school.

#### Parents

We believe that parents have a fundamental role to play in helping their children to learn. We will support them by:

- Providing them with information about what their children will be learning on a termly basis for English, maths and the wider curriculum
- Providing information and support with their children's home learning

- Giving opportunities to find out about their child's progress at a termly parent's evening.
- Giving opportunities to be involved in celebration assemblies
- Encouraging involvement in working with their children in class through Parent workshops etc.
- Where possible, providing a range of courses to help them to access their own learning
- Providing a home school link worker
- Providing language interpreters where appropriate.
- Keeping close links with parents e.g. through texting
- Offering extended services including a variety of afterschool clubs
- Ensuring outside agencies are contacted where necessary

We expect parents to:

- Send their children to school, on time, every day
- Provide up to date contact and health information
- Ensure children are sent to school wearing uniform with PE/swimming kit when required
- Support their children with home learning
- Support the school in implementing relevant policies
- Ensure children are well rested before they come to school
- Ensure children, where appropriate, are sent with a healthy lunch
- Contribute towards school trips and experiences
- Inform school if there are issues which may affect their performance or behaviour
- Fulfil the requirements set out in the Home/School agreement
- Promote a positive attitude towards their children's learning

### Children

- Engage in and evaluate their own learning
- Have a positive attitude to all aspects of their learning and school life
- Come to school, on time, every day
- Look at ways to develop their own learning in and out of school
- Adopt a healthy and safe lifestyle
- Be organised and prepared to learn everyday
- Ensure they are well rested before they come to school
- Talk to their parents and families about their learning and make sure information sent out by the school reaches home.
- Fulfil the requirements set out in the Home/School agreement

### Race Equality and Equal Opportunities

- All children will have equal access to the curriculum regardless of their gender, disability, ethnicity or ability.

### Review

This policy will be reviewed annually by the SLT and Governing Body.


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