

# Kingsthorpe Grove Primary School



## Teaching and Learning Policy

Person(s) Responsible for Document: *Louise Underwood*

Date Document Discussed and Agreed with relevant Staff: *30.11.17*

Date Document to be reviewed: *November 2019*

Signed:

---

Head Teacher

At Kingsthorpe Grove we aim to develop a positive attitude that takes into account the rights of all children.

At Kingsthorpe Grove we believe in fostering a desire to learn in all our pupils, learning should be a lifelong process and should bring satisfaction and pleasure. Through our teaching we aim to equip our children with the necessary skills, knowledge and understanding to be able to make informed choices about what is important to them in their lives, living in multicultural Britain. By providing children with the right environment, high quality teaching, real life learning experiences, embedded values, a relevant curriculum and appropriate feedback, our hope is they will grow up to lead happy and rewarding lives.

There are Key Principles that we believe best enable children to learn:

- Learning activities are well planned and cross curricular where appropriate, 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, targeted intervention, repetition and extension of learning for each child, at each level 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.

## **Key Principle**

**Learning activities are well planned and cross curricular where appropriate, ensuring progress in the short medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Effective modelling and focused learning activities with clear objectives (in the form of WALTs) and outcomes (in the form of success criteria)
- A clear understanding by the children of the method and purpose of activities in which they engage and how they link to prior and future learning
- Progress in the children's learning (in books, on the working walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

- Planning is holistic, recognising the connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development and ensure children understand British Values and what these mean.
- Long and medium term planning develops skills progressively and provides full coverage of the National Curriculum ensuring children are given a broad range of knowledge and experiences.
- Short term planning is completed weekly through the Active Inspire (or similar) interactive software. This planning demonstrates the progression of learning through the unit of learning, including clear adult modelling of skills that match the learning objectives and desired outcomes.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Senior leaders ensure that all staff are clear on the progression of skills through the school.
- There is a clear curriculum map that is broad, balanced and in line with the National Curriculum.
- Ensuring that all staff share an understanding of the curriculum development across the school and liaise to ensure the coverage remains broad.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, learning walks, triangulation, planning and marking scrutiny, pupil interviews.

## **Key Principle**

**Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Creative teaching and creative learning (WOW days)
- Teaching that allows for the development of skills and knowledge structures, making learning accessible and motivating for children
- Learning-activities that allow for self-selection and individual challenge and encourage pupils to persevere when faced with difficult problems
- A pace of learning that is optimised for progress and high quality outcomes
- Children learning independently
- Children collaborating on projects
- Children enjoying their learning

TEACHERS WILL ENSURE THAT:

- Well judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcome will be evident in each unit of learning (End of Unit Assessment)
- 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 targeted questions, open questions and the use of talk partners and discussion, promotes deep learning
- There is an appropriate ratio of learning to activity in their teaching
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in the areas studied
- Opportunities are provided for children to master topics

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Learning and learning outcomes, both within school and at home, are celebrated regularly and in public forums such as assemblies (achievement/sharing) and end of unit celebration days
- Subject Leaders focus staff meetings and training around improvement of learning within their subject
- Subject Leaders support within their subject to ensure that teaching is as effective as it can be
- High quality, engaging resources are available

## **Key Principle**

**Assessment informs teaching so that there is provision for support, targeted intervention, repetition 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 learning (marking stickers, fix it, revisit it, boost it, Practise Patch)
- 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. (fluid groupings)
- Children with specific learning needs receiving support at the time and level it is required to optimise their learning
- Pupils support one another where appropriate
- Independent learning, where children use assessment information to direct their own learning activity (marking stickers, individual writing targets, writing menus)

TEACHERS WILL ENSURE 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 (15 minutes fix it time)
- Marking is frequent and regular; providing guidance on what went well and next steps in learning (comments to praise effort and resilience as well as attainment where appropriate)
- They have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenges for all (more able pupils are given opportunities for broader/deeper application rather than 'harder' work)
- They keep agreed assessment records (reading, writing and maths trackers, PAPs, Book Talk evidence, PUMA and PIRA data, Foundation Stage Profiles) and submit data termly to enable tracking
- They seek support from the appropriate person where a child's progress is causing concern

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is an 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 Pupil Progress Meetings involving class teachers and Senior Leaders; this data is utilised in the deployment of resources
- Regular standardisation and moderation (both internal and external) take place to ensure a consistency of judgements across the school
- There is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary

## **Key Principle**

**The learning environment is ordered, the atmosphere is purposeful and children 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 (anti bullying group)
- 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
- Classroom displays immerse children in the topic that is currently being studied

TEACHERS WILL ENSURE THAT:

- They teach children how to behave well through modelling desired behaviours and challenging and correcting undesirable behaviours
- 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 behaviour policy, and these are applied fairly consistently
- Good behaviour is modelled by them at all times in their interaction with children and other adults, conflicts are dealt with in 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
- All staff recognise their duty to report any concerns with regards to safeguarding children

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- 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
- Safe guarding procedures are in place and are adhered to

## **Key Principle**

**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 that resulting from tasks and activities set by the teacher and that occurring independently of school (homework folders, displays of projects)

TEACHERS WILL ENSURE THAT:

- Useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent, teacher meetings and written reports.
- 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 efficiently to parents via text or letter
- Parents are welcomed in help in their classrooms and/or around school by dedicated open events for each year group
- They set appropriate home-learning activities to help develop children's understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The appointment of a member of staff to nurture parental engagement and encourage life-long learning for parents and the wider community (Family Support Worker)
- Ensure parents are informed about school events and relevant topics through regular newsletters, letters, texts, notice boards and the school website
- Facilitate parental involvement through the provision of a dedicated space for formal and informal meetings