

Teaching and Learning Policy



'We can and we will'

GLEBE PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

Mission Statement:

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Introduction

At Glebe School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We fulfil our legal obligations by delivering the EYFS Curriculum, the National Curriculum and Religious Education.

Aims and Objectives

We acknowledge that children learn in different ways and therefore need different stimuli, pathways, choices and outcomes. At our school, we provide a rich and varied learning environment which allows children to develop their skills and abilities, socially, emotionally and academically to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures, languages and religions and, in so doing, to promote positive attitudes towards all people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- help each other to learn through sharing ideas and experiences;
- help themselves to learn through developing their own methods of reflection.

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Effective Learning

Here at Glebe, we take a multi-sensory approach to children's learning. We know that children remember far easier when they see, hear, say and do. Children will be given the opportunity to learn through:

- investigation and problem solving;
- research and finding out;
- group /collaborative work;
- pair work;
- peer assessment;
- independent work;
- whole-class work;
- asking and answering questions with the use of higher order thinking skills;
- use of ICT;
- fieldwork and visits to places of educational interest;
- visitors to the school;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- discussions, debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity
- participation in extra curricular activities;
- participation in concerts and class assemblies;
- scaffolded learning;
- assessment for learning;
- active engagement of the learner;
- guided group work- such as guided reading;
- cross- curricular learning;
- activities which encourage thinking skills;
- activities which reflect their own interests;
- setting the challenge of their own learning.

We ensure that learning is reviewed at regular and appropriate points.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing and reflecting on the process. Pupils are made aware of the steps they need to take in order to take their learning forward. This is through written marking, use of targets and verbal feedback.

Effective Teaching

Effective teaching requires staff to have thorough, up to date subject knowledge.

We make connections for the children between previous, current and future learning. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the 2014 curriculum.

We base our teaching on our knowledge of the children's level of attainment. We strive to ensure that all tasks set are appropriate to each child's level of ability.

Differentiation strategies employed may include:

- booster groups

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- 1:1 Tuition
- intervention programmes
- by task design
- by adult support
- learning objective or success criteria
- by the use of resources
- by scaffolding or challenge
- by targeted questioning- using Blooms taxonomy to ensure higher order thinking skills are being covered.

When planning work for children with special educational needs (SEN), we give due regard to information and targets contained in the children's SEN Support Plans and we encourage children to produce work of a high standard.

Lessons all have a learning objective and this is supported by success criteria. Children should have a clear understanding in every lesson of what they are learning and how they will know if they have been successful in this. We use Assessment for Learning (AFL) strategies to progress children's learning onwards and ensure that the children have frequent opportunities to assess their own progress and set their own next steps.

We plan our lessons with clear learning objectives, which focus on what we want the children to achieve, not the task. We take these objectives from the 2014 National Curriculum. Planning is placed in year group folders on the shared drive so that subject leaders and senior leaders can monitor it.

Targets are set for the children for reading, writing and maths. These are regularly reviewed by the teachers, and the children, and new targets are set accordingly. These are also shared with the parents at regular times throughout the year, through parents' evenings and reports.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. 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 policy with regard to discipline and classroom management. We set and agree the class code of conduct with all children. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children and, by so doing, we help to build positive attitudes towards school and learning in general. We provide verbal and written praise, acknowledge effort and achievement, give reachable and realistic targets as well as providing feedback. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school Behaviour Policy and Behaviour Matrix.

We ensure that all tasks and activities that the children do are safe. Off site visits are planned in line with our Educational Visits policy and appropriate risk assessments are approved before the activity can take place.

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small

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groups. Others may be assigned to specific special needs children who have an EHCP (Education, Health and Care Plan). Our adult helpers also assist with the preparation and storage of classroom equipment. Parents and other volunteers are encouraged to come in and help, under supervision of teaching staff and following appropriate DBS clearance.

Learning Environments

Our classrooms are attractive learning environments. We use working walls within the classroom and update these regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as updated working walls supporting our teaching of English and maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Staff will ensure that noise levels are appropriate to the tasks set.

All classrooms display the **6B** Posters. Children will be encouraged to use the **6Bs**, to help build independence, confidence and resilience. When they are unsure of the strategy they need to take, they are encouraged to work through a number of steps to help them:

- Use their **brain** (thinking of previous learning which might help them);
- look at the success criteria and previous learning in their **books**;
- look at the **board** (working wall);
- find **Bits & Bobs** (resources);
- ask a **buddy**
- then finally ask the **boss** (an adult).

Practice

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. Children's work is regularly scrutinised and lessons observed. Feedback is always given and, where necessary, targets are given to improve practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED, and teaching standards' criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school, being mindful of where teachers are at in their own professional performance and pay structure.

When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.
- sampling pupils' work.
- sharing pupils' work with colleagues, agreement trialling and celebrating successes.
- displaying work throughout school and discussing quality.
- internal moderation of pupils' work.

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- discussion with pupils.
- moderation externally to identify and share best practice.

The Role of Phase Leaders & Phase Monitoring

Phase Leaders monitor the teaching and learning within their phase through a variety of methods. They chair regular meetings providing opportunities for staff to act on new initiatives and monitor the impact of adopted strategies. They offer support to teachers within their phase and look at different ways to improve practice. The Phase Leaders feedback the progress to the Senior Leadership Team and monitor the progress of pupils. Alongside the Senior Leadership Team, they undertake termly phase monitoring. Through this, strengths and weakness in teaching and learning are identified. Strategies are then immediately put in place to improve any developmental aspects and progress towards these targets is reviewed.

The Role of Curriculum Leaders

Curriculum leaders fulfil a variety of roles: they take the lead in policy development and the production of schemes of work; offer support to colleagues, monitor progress in curriculum areas; take responsibility for the purchase and organisation of specific resources and are expected to keep up to date through reading and attending relevant courses. The curriculum leaders are given opportunities for the monitoring of the curriculum which allows for lesson observations, book scrutinies, pupil interviews etc to ensure high standards, continuity and progression. They are assigned opportunities to lead staff training in their areas and they are responsible for knowing the content and material of their subject as well as how the children are performing.

The Role of the SRP

At Glebe, we have the only Special Resource provision (SRP) for deaf primary school aged pupils in LBH. We have 9 places within our SRP but we are currently over-subscribed with a total of 12 pupils accessing the provision, all of whom have an Education, Health and Care Plan (EHCP) as result of being severely to profoundly deaf. We are an oral / aural provision. We have 2 especially sound treated teaching rooms and all classrooms at Glebe have the benefit of soundfield systems. The SRP is staffed by 2 qualified Teachers of the Deaf and experienced LSAs. The pupils are all members of a mainstream class. The aim of the SRP is to support the deaf pupils with their learning, enabling them to have access to the National Curriculum and become independent learners who achieve their potential. This might be achieved by supporting the pupils in class or teaching them one to one or in a small group.

The Role of Governors

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Our governors support, monitor and review the school policies on teaching and learning. They:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Head teacher's report to governors as well as a review of the in-service training sessions attended by our staff;
- acquaint themselves with observing lessons and visit the school on a regular basis in a supportive role;
- through meetings, question the head teacher about the current curriculum content and hold the leadership to account.
- where possible attend INSET days;
- assign link governors to specific curriculum areas.

The Role of Teachers

The teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues and thinking;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

The Role of Pupils

Members of the school community will encourage pupils to be:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- organised, bringing necessary equipment, taking letters home promptly, etc;

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- conducting themselves in an orderly manner in line with the expected behaviour policy;
- take increased responsibility for their own learning.

The Role of Parents/ Carers

We believe that parents/ carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings;
- working with parents on how they can support their children's learning eg. meetings on undertaking SATS, transition meetings, information on pupil target setting, parent workshops;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending annual reports to parents of children in Nursery to year 6, in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.
- providing resources through the year group sections of the website.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would urge parents to:

- ensure that their child has the best attendance record possible and arrives each morning and is collected each afternoon promptly;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy 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 at school;
- promote a positive attitude towards school and learning in general;
- attend workshops and parents' evenings;
- complete homework with their children and ensure their child brings all the necessary work and equipment to school.
- read with their children at least three times a week, questioning them on what they have read to deepen their understanding.

Reviewed: September 2020

To be reviewed: September 2021