Valence Primary School -Teaching and Learning Policy
November 2016-2017

Aims

A teaching and learning policy is essentially about the quality of interaction between the teacher and pupil.

This policy aims to clarify, create and maintain a common approach for effective teaching and learning and continuity. It ensures that we have common expectations for children in the school, and acts as a tool for self-evaluation.

It is essential that the staff have common agreement as to what constitutes:

- High quality teaching and learning

- How teaching and learning contributes to school improvement and raising children's level of attainment

- How monitoring of teaching and learning can be used to inform future

developments in curriculum and teaching practice through the School Development Plan.
- How their role fits with the role of parents and others within the school.

Objectives:

The policy will help staff to:

- Consider the range of skills needed for effective teaching

- Consider the range of thinking and other generic skills that support learning

- Consider the contexts for enhancing the quality of teaching and learning

- Utilise an agreed set of criteria/indicators that can be used to describe

outstanding classroom practice in terms of what the teacher does, and how the children respond
- Outline how we will monitor the quality of teaching and learning in support of school improvement, staff development and of raising pupil attainment.

- Prepare for ongoing monitoring in line with the Ofsted framework for school inspection

What do we see as the characteristics we need to develop in our pupils to help them be the most effective learners?

At Valence Primary School our motto is:

Pride
Respect
Achievement
Independence
Success
Enjoy

These attributes are clearly evident through a range of characteristics, such as:-
- High self-esteem and self confidence
- Good communication skills and the confidence and willingness to express themselves clearly both orally and in writing
- The willingness and ability to respond to questions that challenge them and make them think.
- An enjoyment of learning and the motivation to extend their skills, knowledge and understanding.

- The enthusiasm and motivation to respond to challenge with keenness to succeed and

complete tasks to the best of their ability.
- Clarity about what they are learning and what they need to do to succeed.
- The opportunity to respond to frequent feedback on their learning, both verbal and written, to improve both current outcomes and future learning.
- The ability to apply skills and knowledge across the curriculum and in a wide range of contexts.
- An understanding of their own learning journey and knowledge of their next steps.

What sort of learning environment maximises learning?

We aim for a learning environment which removes barriers to learning by:
- Making all children and adults, feel happy and safe
- Being consistent- where all understand the Core Values of Pride, Respect, Achievement, Independence, Success and Enjoyment, and these are modelled by all staff and expected of all pupils.
- Being welcoming – tidy, comfortable, well organised, clean, bright and an acceptable temperature with water readily available
- Being stimulating and inspiring – through the use of appropriate displays, resources, concrete experiences, visitors and visits, which stimulate thoughts and ideas
- Affirming – modelling and building relationships which are built on mutual respect, where all feel valued
- Motivating– using messages, displays and discussions which promote high aspirations
- Recognising achievement – through displays of pieces of work of all children, charts to show achievements, assemblies
- Celebrating diversity- recognising and celebrating cultural and linguistic diversity.
- Being valued and cared for by all - everyone taking responsibility for using equipment correctly and taking care of their environment including the world outside school
- Being consistently fair, safe and following positive behaviour management strategies
- Being well organised with routines understood by all - to encourage independence and self confidence
- Being flexible to stretch and challenge all appropriately
- Nurturing - in terms of developing social skills, positive relationships, good behaviour, and a positive work ethos, which builds resilience and strength of character
- Ensuring equality and access for all by recognising and addressing the differing and specific needs of individuals

What are the principles which define and support outstanding teaching?

We consider the following to be necessary elements of outstanding teaching**:**

- A stimulating and challenging curriculum in which there is a clear progression of skills
- Good teacher subject knowledge and knowledge of skills and progression in all subjects
- High expectations of all pupils' learning and behaviour
- Lesson planning which makes use of prior assessments, and makes explicit reference to key elements which include:
    - A clear and manageable Learning Objective to be shared with/ explained to the children
    - Steps to success to be shared with or identified by the children

    - Key vocabulary to be defined and used correctly during the lesson by staff and

pupils, with planned activities to practise, using the language in context
- Resources which enable all learners to succeed (Working Wall, Success Criteria, model/exemplar, manipulatives, key visuals)
- An outline of whole class teaching, key points to cover An outline of group activities/ tasks/ experiences with differentiation and challenge
- Explicit planning for targeted children – e.g. Special Educational Needs (SEN), English as an Additional Language (EAL) and more able
- Use of plenaries, which reinforce learning
- Reference to the role of additional adults
- Key open questions to be used with a focus on pupil voice, reasoning and explanation

- An understanding of the place for teaching, practising and using/applying in the learning process and opportunities for all these in appropriate proportions over time
- Establishing and using the prior learning, which is relevant to any new learning (connecting and building on the learning)
- Describing the outcomes and explaining what 'outstanding' will look like through the use of modelling and/or, steps to success
- Providing input which is, wherever possible, multi-sensory and actively engages all learners.
- Planned opportunities for recall, consolidation or application, in order to lift the level of learning from simple recall, to a higher level.
- The use of Assessment for Learning (AfL) and ability to adapt the lesson to the needs of all learners.
- Engaging the learner in self-assessment/ peer assessment for learning
- Providing the learner with feedback, which gives individual guidance on how to improve (this may occur within the lesson or shortly after, but needs to be regular) and time to act on feedback.

Within each lesson we expect to see:

- An opportunity for pupils to self, or peer assess against the steps to success and the learning objective

- Opportunities to discuss qualitative issues around how to improve, 'even better if…..'

- Feedback by the teacher, either verbal or written, against the learning objective and steps to success, showing where they have been achieved and where and how they could be improved

- The use and setting of small steps targets for improvement by the teacher, or pupil themselves

- Time built in to the lesson for children to look at and act on the marking

- An understanding on the part of the pupil of how to improve their learning and their work

Why do we use Assessment for Learning?

The purpose of assessment on the part of the teacher is to:
- Inform future planning
- Give information about how the learning of an individual, or group of children can be moved on, during, or after a lesson
- Give a pupil pointers for improvement verbally, or in marking notes
- Inform feedback to parents or other professionals
- Provide information on progress for tracking purposes and whole school planning

The purpose of self-assessment on the part of the pupil is to:
- Judge their own learning, against the learning objective given or the exemplar, to identify where they have achieved well and what they need to do to improve
- To consider whether the learning objective could be achieved more fully and make qualitative decisions, in order to improve their work
- Encourage reflection on the learning process
- Provide an understanding of themselves as a learner to inform future learning
- To challenge themselves to strive for greater achievement

The purpose of peer-assessment on the part of the pupil is to:
- Judge their own learning and that of a peer, against the steps to success given, or the exemplar, to identify where they have achieved well and what they need to do to improve
- To discuss whether the learning objective has been achieved or could be achieved more fully, and make qualitative decisions in order to improve their work
- Use the understanding of a peer to deepen their own understanding and learning
- To challenge each other to strive for greater achievement

How do we use marking?

Good quality feedback has been shown to have the greatest impact on learning when time is given to act on this feedback. Basic principles we use are:
- All children need to have their efforts frequently acknowledged and valued, verbally or in writing
- The teacher also needs to follow the Valence Marking and Feedback policy to move the learning forward and give targets for improvement/ next steps /challenge
- Green highlighter is used to show where the pupil has met the learning objective or achieved their own personal target
- Pink highlighters are used to show a pupil what they need to go back to improve.

How do we use targets?

Every child has targets for improvement in Literacy and Maths. Teachers work with children to encourage them to achieve these targets, but the onus is on the child to take ownership of these and be self-motivated, and responsible. Through the tracking process, children are expected to make progress.

What is the role of parents?

We see the partnership with parents as crucial in raising the attainment of every child. Dialogue about their child's learning happens through:
- Home-school books
- Parents evenings
- Yearly reports
- Review meetings

- Curriculum evenings
- Newsletters
- Workshops
- Informal discussions at the start and the end of the day-via appointment through the office

What is the role of homework?
The setting of homework is done for the following reasons:
- To involve parents in their child's learning and give the learning additional status
- To allow parents to become familiar with some aspects of the curriculum
- To encourage independent study
- To provide the opportunity for activities of different types in different contexts
- To give the children opportunity to practise skills which need regular practice with an adult.

The setting of homework is done on a regular basis throughout the school

How do we monitor the effectiveness of teaching and learning?
We monitor the effectiveness of teaching through**:**
- Lesson observations
- Monitoring timetables and planning
- The use of the performance management cycle
- Monitoring progress in books
- Year group leader meetings, drop-ins and learning walks

As a school we monitor the effectiveness of learning through:
- Summative assessment on a termly basis, or half termly basis, according to subject
- Tracking of progress against expected end of year criteria

A more detailed account of assessment will be found in the Assessment Policy

How do we assure there is effective cross phase transition?
Transition from Pre-school to Foundation Stage
- Meeting with parents in the Summer Term to share information
- Inviting new children into school to experience the setting in the context of a school day or session, or during the Summer Term
- Class teacher and support staff meet new children in the summer term before they start school
- Curriculum designed to support children making a positive start to learning
- Working closely with parents to get them involved with their child's learning

Transition from Foundation Stage to KS1:
- Children meeting their new teacher well in the summer term
- FS curriculum continues into the first term of KS1 as appropriate to child`s need
- Consistent systems are the same in the two stages, including the phonics programme used, '*Read Write Inc.*'
- Use of the Early Years final assessment to inform planning in the first half of the Autumn Term

Transition from KS1 to KS2
- Curriculum for the first term designed to support children through transition
- Assessment of reading in year 3, using the same criteria as used in KS1
- Y3 teachers to observe in Y2 at end of Summer term to ensure expectations continue

Transition from KS2 to KS3:
- meetings between teachers of Year 6 pupils and those from prospective secondary schools
- visits to secondary schools by Year 5 and Year 6 pupils
- transfer of pupils records of progress and assessment results
- Inclusion manager liaises with secondary schools about Statemented pupils and those on the SEN register. Additional visits arranged if a need is identified.

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