



Teaching and Learning Policy

September 2023

Version 1.1

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1 Introduction and Aims

- 1.1 We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need good models to evaluate and have opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful.
- 1.2 Although core skills are vital, our thematic/topic based approach to learning ensures that our pupils are given many different opportunities to develop their knowledge and understanding, learn and apply new skills and develop a healthy disposition towards lifelong learning.
- 1.3 We deploy learning assistants and other adult helpers to assist our teaching staff. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

2 Teaching Methods

- 2.1 In order to fulfil the aims outlined above, we plan and organise teaching and learning as follows.

2.2 Planning

Planning takes place yearly, termly and weekly and a copy of yearly overviews and termly plans are stored on the shared staff drive.

- *Planning is detailed and thorough but flexible.*
- *Teachers' planning is part of a school-wide system aimed at ensuring full coverage of the Early Years Foundation Stage Curriculum, National Curriculum attainment targets and programmes of study, and providing consistency, continuity and progression in the learning.*
- *Planning is undertaken in the light of assessments of children's previous learning.*
- *Activities are differentiated as and when appropriate to meet the needs of the pupils'.*
- *Work specific to separate subjects is planned in addition to topic based work to teach a number of subjects through one topic.*
- *Links with other subjects are included when the content of planned activities is considered.*

2.3 Aim high Teaching

Each lesson must have a clear statement of its objective and success criteria as well as the use of good oral instructions to set the scene and explain tasks to the whole class or to a group. This will be made clear to the pupils at some point during the lesson and will usually be at the start.

- 2.4 All Big Writes must have a success criteria written into child speak appropriate for the year group being taught and this will be differentiated for more than one ability group.
- 2.5 Opportunities are provided for pupils to raise questions about tasks or activities and for the teacher to listen to the pupils.
- 2.6 Teachers use skilful questioning to encourage children to think and use knowledge already acquired. These will generally be open ended questions to allow for the pupil to explain their answers encouraging deep learning
- 2.7 Teacher interaction and purposeful intervention in pupils' work is supplemented by appropriate use of teacher demonstration and 'Good work' by pupils is used as a model for others. This will include the use of 'good examples' of work produced by pupils either current or past or may also include examples of poor standard work created by the teacher to ask the pupils to up-level the work.
- 2.8 Teaching is targeted to specific individuals or groups. IEP targets will be incorporated into the planning for each lesson or series of lessons and the targets will be shared with the Teaching Assistants.
- 2.9 There is appropriate use of praise and encouragement both during the lesson and within the teacher's feedback to the pupil in written marking comments. This will be provided in a timely manner and in where this is in the form of written marking comments this must be ready for the next lesson.
- 2.10 Continuous assessment is used as an aid to the learning process and is recorded in our Tracking System at least weekly if not daily.
- 2.11 We will use a variety of methods to assess pupils learning including
- *Teacher's observation*
 - *Spoken pupils' comments*
 - *Pupils recording of their learning – their work*
- 2.12 The criteria for assessing learning are made explicit to the children. This will include setting of specific targets through success criteria.
- 2.13 In the EYFS children participate in small group or 1:1 teacher led activities, whole class sessions and child-initiated activity throughout the course of the day.
- 2.14 **Organisation**
There are carefully planned and appropriate groupings of pupils for tasks.

- 2.15 Groupings will sometimes be engineered to allow pupils of all abilities to access the lesson. This will allow for pupils to work to their strengths and support each other to achieve well.
- 2.16 We will have a mixture of individual, group and whole-class teaching with a manageable number of teaching groups and learning activities provided in the classroom at any one time. This will usually be limited to three ability groups for each teaching session, with the addition of a fourth if there are pupils not able to access the any levels of the standard for their year group.
- 2.17 There must be carefully planned use of the teacher's time for giving instructions, teaching the whole class, individuals and groups, and moving between activities to instruct, question, explain and assess.
- 2.18 At the start of the day in KS2 this will include handwriting using high-frequency words that are appropriate to the ability of the child and including sentences written to achieve specific writing targets. For instance using complex sentences or including specific types of punctuation.
- 2.19 For maths lessons this will be starting with 5-a-day that is marked with the pupils upon completion.
- 2.20 Where possible and age and ability permitting, the pupils learning will be marked during the lesson by either self or peer assessment.
- 2.21 There is planned use of the pupils' time including the setting of realistic deadlines for the completions of work. Pupils who cannot complete the work set due to it being too challenging will not be kept in to finish – those pupils who the teacher considers to have wasted time may be kept in to finish.
- 2.22 We have clearly established classroom routines and systems that the pupils are familiar with. This will provide necessary support for pupils who have either diagnosed or undiagnosed ASD needs. Clearly established routines will save lesson time and will help to avoid unwanted behaviour.
- 2.23 There is balance between teacher led and child initiated activities throughout the school.
- 2.24 All home learning activities will be differentiated on input.
- *For KS1 home reading books will be appropriate to the pupils reading ability and any spellings sent home will also be ability and age appropriate.*
 - *For KS2 home reading books will be appropriate to the pupil's age and reading ability. They will be checked weekly and changed as appropriate. TTRockstars activities will be set weekly as home learning and for the ability of the pupil. Spelling Shed will have activities set weekly as home-learning and will be appropriate to the pupil's ability.*

2.25 Aim high Learning Environment

The learning environment will be stimulating, but uncluttered.

2.26 A cluttered environment will raise unnecessary anxiety for pupils with diagnosed or undiagnosed ASD.

2.27 All resources will be clearly labelled and frequently used resources will be easily available for the pupils to use. They will be stored in cupboard / trays and not on the pupils' tables.

2.28 There will be a working wall, a literacy wall, a maths wall and a topic 'type wall' (science / history / geography).

2.29 There will be a Team Point chart and a Behavioural Chart on display where the pupils can see them easily.

3 Dissemination

3.1 The Policy is available on the school web site and a paper copy available on request from the school office.

4 Reviewing the Policy

4.1 This policy will be reviewed annually by the Head teacher and monitored by the Link Governor to ensure that the Policy is relevant and up to date.