



# Glazebury C E Primary School

## Policy Header

<b>Policy Title</b>	<b>Teaching &amp; Learning Policy</b>
<b>Version No</b>	<b>Five</b>
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<b>Linked Policies</b>	<b>Feedback &amp; Marking Policy, SEN Policy, Handwriting Policy, Homework Policy &amp; Guidance, Spelling Policy, Teaching &amp; Learning Policy</b>
<b>Written By</b>	<b>School</b>
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'Growing Together at the Heart of God's Community'



**Trust Prayer:**

*Heavenly Father,*

*Let peace, friendship, and love grow in our schools,*

*Send the Holy Spirit to give excellence to our learning.*

*love to our actions and joy to our worship.*

*Guide us to help others, so that we may all,*

*Learn, Love and Achieve,*

*Together with Jesus.*

*Amen*

**Writing and Reviewing the Teaching and Learning Policy**

The Behaviour Policy relates to other policies including;

- Behaviour Policy
- Assessment Policy
- Feedback & Marking Policy
- Curriculum Statement
- Curriculum Guidance
- Safeguarding Policies
- Inclusion Policies
- Monitoring and Evaluation Policy
- Performance Management Policy

Our Teaching and Learning policy has been written by the school; building on the DCSF, LDST and LA Guidelines. It has been agreed by all teaching staff and pupils and approved by our Governors.

### School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

**Love never fails, 1 Corinthians 8:13**

**For the Lord gives wisdom : from his mouth comes knowledge and understanding.  
Proverbs 2:6**

### Intent:

#### **The HEART of our School and Curriculum:**

**H – Helping children prepare for life, growing with God.**

**E – Embracing Christian Values.**

**A - Achievement for all.**

**R - Reading at the heart of our school**

**T – Teaching a knowledge rich curriculum.**

**Rationale:** Teaching and Learning reflects the schools' aims, it seeks to develop the intellectual abilities and the well-being of the children through the concerted effort of the whole school community. Teaching and Learning is a whole school approach which seeks to ensure consistency. Encompassed in our **H.E.A.R.T.** promise to our children, all children are encouraged to "Be the Best They Can Be" in work, behaviour and attitude.

We wish to develop our pupils, parents and staff as active learners who have a passion for learning. We recognise that pupils have special skills, abilities and aptitudes and have an entitlement to a broad, challenging and relevant curriculum that is enriched through a variety of opportunities and varied teaching and learning styles that will enable them to feel happy, confident and successful.

This teaching and learning policy is at the centre of our school improvement strategies. We recognise that continuous professional support, coaching and mentorship at a whole school, team and individual level is essential to empower staff to deliver effective learning experiences.

**Purpose: H.E.A.R.T.**

All members of the school community work towards the school's aims by:

- seeing children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another
- developing self-respect and encouraging children to respect ideas, attitudes, values and feelings of others and be a valued member of a community
- promoting high expectations of all children and staff
- providing opportunities which celebrate learning opportunities presented by our school, community and the wider world
- supporting our children to be healthy, be a good citizen and provide learning experiences that prepare them for their own economic well-being

**Teachers work towards the school's aims by:**

- providing a challenging and stimulating curriculum
- by being good role models - punctual, well prepared and organised
- maintaining an up-to-date knowledge of the National Curriculum
- having a positive attitude to change and the development of personal expertise
- establishing links with the local community including industry to prepare pupils for the opportunities responsibilities and experiences of adult life,
- working with colleagues in other clusters and networks to improve practice,
- working collaboratively with a shared philosophy and commonality of practice,
- implementing school policies in a systematic and rigorous way,
- providing high quality learning experiences that lead to a consistently high level of pupil achievement.
- providing a stimulating learning environment which will create a positive emotional experience for every learner.
- ensuring confidence, self-disciplined and independence are developed in all our learners

**We value the partnership that we have with parents/carers and seek to strengthen this by:**

- encouraging regular informal contact
- good communication channels including class dojo's and regular newsletters from school
- Termly parents' meetings
- Interim reports
- End of academic year reports
- website
- supporting PTA events
- an induction programme for children entering the Reception class
- arranging a programme of curriculum evenings for parents
- welcoming parents into the classroom, both on a regular basis (to offer support with reading, for example) and for occasional demonstrations or discussions
- welcoming other parental contributions such as organising resources, accompanying educational visits and helping with extra-curricular activities
- a clear policy for children with special needs which involves parents (see Special Needs Policy)

### **Broad Guidelines**

*"Learning is the process by which an individual makes sense of new experiences"*

### **Effective Learning: Where learning is effective, pupils are motivated to:**

- Take an active interest in their studies through encouragement and support from their parents/carers
- Improve their performance and be willing to learn from areas for development as well as strengths
- Enjoy lessons and readily respond to the challenge of the tasks set
- Demonstrate, in assessments and tests, that they are performing at least as well as can be
- expected, according to standards for their age and ability
- Care about the presentation of their work and look after resources

- Take responsibility for:
  - Their learning
  - Evaluating their achievement of learning objectives/outcomes
  - Concentrating on tasks set and listening attentively when appropriate
  - Developing the confidence to raise questions, to try to find answers and asking for help when needed
  - Helping each other and working collaboratively as well as independently
  - Developing over time the ability to work autonomously and to take responsibility for their own learning
- Have developed or are developing the following skills:
  - Perseverance- for example, with tasks they find difficult without losing heart.
  - Positive attitudes- enabling positive responses to opportunities given to extend their learning
  - Resilience- such as the ability to modify and redraft work
  - Time keeping- ensuring that all know how to meet deadlines.
  - Application- retain knowledge, apply it in unfamiliar contexts and make connections with other work.
- Understand the implications of social learning by:
  - Being able to adapt easily to different ways of working
  - Evaluating their own work and making realistic judgements about it
  - Being able to decide the best methods to adopt and the resources they should have.
  - Communicating information and ideas, offering comments and explanations
  - Feeling that they are valued by their teachers and that their achievements are being recognised

### **Effective Teaching:**

In order to have the most effective teaching, parents need to support teaching staff at the school by expecting pupils to achieve their best. The partnership between home and school is a vital element in the success of every pupil and must be developed to the best possible degree.

### **All teachers will aim to**

1. **Make their lessons purposeful:**
  - Through carefully planned, well structured lessons

- By making aims and objectives explicit to pupils at the beginning of each lesson, task or topic and involving pupils actively in their evaluation of learning achievement (not just a passive process)
- Through explicitly checking understanding and reviewing work covered in each task or topic
- By delivering schemes of work or a syllabus which incorporate spiritual, moral and cultural elements
- By starting lessons on time and avoiding *dead minutes* at the end of a lesson

## **2. Make lessons interesting and stimulating**

- By consciously showing enthusiasm and positivity for and about their subject and learning
- By devising imaginative/creative approaches to the development of knowledge and skills
- By varying teaching styles such as including (Tactile, Olfactory, Visual, Auditory, Kinaesthetic) , learning activities and the learning environment to maintain pupils' interest and take account of learning styles.
- By structuring lessons appropriately
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence
- By regularly displaying examples of pupils' work and other relevant stimuli
- By encouraging pupils to demonstrate their skills through formal presentations, drama, debate and role play
- Using technology and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome
- By weaving within their lessons the use of a variety of handheld devices and relevant software

## **3. Create an orderly environment and manage classes efficiently:**

- By matching teaching style to lesson objectives and group dynamic
- By organising physical resources in ways which will promote orderly classroom management
- By being consistent about classroom procedures and the Code of Conduct which has been agreed by the whole staff and set out by the trust.
- By setting and marking homework regularly (identified by the published homework timetable),

- consistently and usefully and following up non-completion punctiliously (see homework and marking policies).
- By keeping up to date and accurate records in mark book and submitting assessment data for reporting in line with the published deadlines.
- By being flexible enough to adapt their lesson plan to take account of pupils' contributions and the mood of the group.
- By setting and achieving high standards of behaviour and motivation
- By regularly reviewing pupil grouping and seating to promote effective learning (see also Homework and Feedback & Marking Policies).

**4. Match learning activities/opportunities to all abilities and preferences (PERSONALISATION):**

- By using evidence of prior attainment to gauge pupil's individual capabilities
- By using information on individual's preferred learning styles
- By testing understanding and acquisition of knowledge through a variety of means
- By using appropriate differentiated materials and tasks which ensure pupils' active participation in lessons, for the most able pupils as well as for those with SEN
- By working proactively with Learning Support Assistants
- By setting high expectations for all pupils, rewarding achievements with praise
- By fostering mutual respect, both pupil to pupil, teacher to pupil.

**5. Develop positive and productive working relationships with pupils:**

- Through confident and assured command of subject matter, which is regularly updated
- Through appropriate professional development, observations, discussions, and INSET
- By being clear with instructions, questions and explanations
- By understanding and promoting the value of focussed discussion and setting ground rules for speaking and listening
- Through actively promoting equal opportunities through the teaching and learning process (see also Equal Opportunities Policy)
- By encouraging parents to support pupil learning
- By responding to all potential concerns with on the day and making sure that appropriate follow up is maintained



**6. Use both formative and summative assessment to evaluate pupils' progress and to inform future teaching plans:**

- By using a variety of formative in-class assessment
- By marking consistently and positively in line with whole school (see Feedback & Marking Policy)
- By giving regular feedback either through marking of work or verbally to pupils about their work and setting them achievable **"SMART"** targets
- By encouraging self-assessment and peer assessment in the drive to strive for improvement
- By following the established pupil conferences/ learning review meetings
- By encouraging and trusting pupils to take responsibility for their own learning
- By checking progress against potential by critically using benchmark data;
- By statistically analysing individuals and whole class performance in relation to the provided benchmark data.

**7. Create further opportunities for learning:**

- All teachers have a responsibility to promote the school's code of conduct and values with consistency (see relevant policies)
- Collective worship should start promptly, be well planned, involve opportunities for pupil participation
- Wherever possible, offer time for reflection and finish in good time
- Collective Acts of Worship and should also be well organised and allow pupils to develop
- their own ideas and thoughts through challenging material
- The school's code of conduct should be promoted in all lessons around the school and when pupils are representing the school on trips and visits.
- Extra-curricular activities should be open and encourage all pupils who wish to attend. They should provide opportunities for extending learning beyond the classroom.
- Encourage and support pupils to develop an interest in the subject outside of the classroom

**8. Pupil management and behaviour;**

- Seek to ensure that provision is inclusive where this is possible and that appropriate provision for all pupils is ensured

- Ensure that adequate supervision by the teacher of pupils within their care and maintain a positive learning environment within the class
- Seek to model and promote positive learning attitudes and respect for the beliefs and opinions of others
- Promote positive behaviour policies within school

**9. Professional Development and Performance Management**

- Regularly review performance against the Teaching and Learning Policy and any previously identified performance review objectives
- Periodically review performance against the requirements of the threshold arrangements
- Identify areas of development/support required with Headteacher or delegated staff
- Seek to maintain evidence of training or development undertaken
- Seek to support the development of other members of staff as appropriate.

**10. Planning and setting expectations.**

- Significantly contributing to the development of teaching and learning programmes across the year group, key stage or whole school
- Recognising and responding to opportunities to spontaneously enrich curriculum provision for the pupils in their care.
- The planning and delivery of a curriculum that encourages the development of pupils' creative skills.
- Produce plans in line with those outlined in the school's Curriculum Statement

**11. Pupil achievement:**

- That pupils with age related ability regularly advance their learning across the core subjects (for which the teacher has responsibility) by more than the national average
- The teacher properly liaises with external agencies in relation to teaching and learning issues
- That excellent provision is made for those pupils with learning difficulties or with high levels of ability.

**12. Management of self and others:**

- Being willing and able to support the development of teachers requiring coaching

- Providing significant support in developing and implementing in-service training in teaching and learning.

### **13. Managing and supporting other adults;**

- Provide professional guidance for staff working within school as required by national agreements
- Seek to promote the school's policies when providing mentor support for others as required.

### **Monitoring of provision**

- Following consultation with the teaching staff a review of the Learning and Teaching Policy will be conducted by the Headteacher and Governing Body at least once every three years
- A framework for the monitoring of learning and teaching will be devised and implemented incorporating, classroom observation (a minimum of twice a year), a programme of reviews of pupils' work and interviews with staff and pupils to determine effectiveness in furthering the agreed learning objectives
- Staff will be encouraged to engage in self-evaluation against the identified criteria to identify professional development needs.

### **Role of the Governors**

- Governors will monitor all teaching and learning policies
- To ensure the school premises and physical resources 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 raising attainment
- Ensure staff development and performance management policies promote good quality teaching and learning
- Monitor how effective teaching and learning policies are through self-review

### **Role of Parents/ carers:**

- Parents are requested to support ethos and Mission statement of the school
- To support their children in the observance of relevant school policies
- Ensure that their children attend school regularly and punctually
- Ensure homework is completed

- Do their best to keep pupils fit and healthy
- Inform the school about matters that may affect their Childs ability to achieve
- Ensure that the no smoking policy is observed.
- Return of information promptly to school
- To be an active member in the partnership of raising their Childs attainment and the development of a rounded individual that can contribute effectively to their community.
- To engage positively in discussions with the school around attainment and behaviour

**Role of Subject leaders -To manage the quality of provision for their subject areas by:**

- Supporting the evaluation of teaching and learning through monitoring of pupil outcomes through pupil conferences work sampling and planning trawls.
- Ensuring curriculum coverage, continuity and progression
- Establishing clear policies for assessment and practices
- Analysing and interpreting data on pupil performance and supporting the whole schools assessment for learning and target setting processes
- Developing own professional knowledge and understanding through reading research and attending training and network meeting related to current and new initiatives.
- Reflect on the Teaching toolkit that is also provided during induction.