



# Elmridge Primary School

## Teaching & Learning Policy

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
September 2014	1.0		Jayne Carmichael
September 2017	1.1	In response to T&L SDP 2017/2018 – role of the subject leader	Jayne Carmichael
September 2018	1.2	Annual update	Mark Edmundson
September 2019	1.3	Annual update	Mark Edmuindson

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

*“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”*

*“They come this way only once so we should litter their pathways with quality experiences”*

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for ‘Improvement’ are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

## **1 Introduction**

At Elmridge Primary School the staff makes a special effort to establish effective working relationships with all pupils. This helps to build a positive attitude toward school-life and learning for both pupils and staff. Through the school's creative curriculum, the pupils are given the opportunity to share their ideas and influence the investigative themes and topics their class teacher will teach. By consulting the pupils in this way the teaching staff ensures both the teaching and learning process is interesting, inspiring and stimulating. As a result, the pupils respond enthusiastically.

Elmridge Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially by:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment
- Providing a high quality learning entitlement and environment
- Valuing each other and ourselves
- Working in partnership with parents and the community.

At Elmridge Primary School we work towards the aims of the School '*Learning Through Success*' through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future
4. High expectations of learning behaviours are evident through explicit teacher modelling.

## **2 Aims**

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Elmridge and that these are consistently applied in order to:

- Provide a range of activities to suit different learning styles
- Ensure all pupils make exceptional progress
- Inspire all pupils
- Provide a staff with excellent subject knowledge
- Challenge all pupils

- Deploy funds to provide up to date resources
- Provide targeted inclusive support
- Plan effectively
- Provide high quality dialogue between teacher and pupil through a range of strategies
- Demonstrate flexibility in order to anticipate where intervention and challenge may be needed
- Promote high quality teaching and learning across the school
- Raise standards by ensuring consistency and continuity of teaching and learning
- Ensure all children are included, motivated and engaged by their learning
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

### **School Staff**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children
- Addressing issues of entitlement to ensure equality of opportunity for all children
- Rewarding children for all the good things they do both in School and in the wider community
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- Providing the skills which encourage children to become confident, independent learners.

### **Children**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts
- Persevering with their learning and knowing that when they find it difficult they can ask for help
- Taking pride in their work, always trying their best and aiming to get better all the time.

### **Parents and Carers**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers

- To be understanding and supportive of our aims in learning and teaching and sign the School's Home-School Agreement
- To attend and contribute to Teacher Consultation Meetings
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables
- To praise their children for the good things that they do in school
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

### **Governors**

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff
- Visit School and talk to children about their learning experiences
- Promote and support the positive involvement of parents within the school
- Attend training and other related events
- Report to the governing body with recommendations, if appropriate, annually
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

## **3 Implementation of the Learning and Teaching Policy**

### **What is 'high quality learning'?**

At Elmridge Primary School we believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community
- They have clear direction and are praised for all the good things that they do
- They are actively involved in their learning at an appropriate level to match their learning needs
- They are encouraged to become increasingly autonomous learners
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging
- They are working in an environment which is safe, caring, supportive and stimulating
- Their learning is well structured and delivered
- Their learning is effectively differentiated
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

We offer opportunities for our pupils to learn in different ways. These include:

- Investigation and problem solving
- Research and finding out
- Group work
- Pair/peer work
- Independent work
- Whole-class work

- Asking and answering questions
- Use of ICT across the curriculum
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television/video footage and responding to musical or tape-recorded material
- Debates, role-plays and oral presentations
- Designing and making things
- Participation in physical activity.

### **What is 'high quality teaching'?**

At Elmridge Primary School we believe that high quality teaching is when teachers (and other School staff when applicable);

- Form positive relationships with the children in their class and other members of the school community
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children
- Insist on high expectations of learning and social behaviours
- Ensure that effective direction and support is given in order that the children make good progress
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application
- Develop and sustain good links and focused communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Demonstrate effective lesson organisation
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning
- Develop the range of reading skills required to access all the curriculum effectively
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding
- Are reflective regarding their professional practice and the overall provision the School offers
- Ensuring that teachers and teaching assistants are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

### **What are the features of a high quality lesson?**

At Elmridge Primary School we believe that a good lesson should comprise of the following elements;

1. Planning – Before the lesson
2. Introduction to the lesson

3. Main teaching
4. Group teaching and independent activities
5. End of the lesson; plenaries and/or mini plenaries within the lesson
6. Use of assessment and evaluation – before, during and after the lesson.

**1 Planning - Before the lesson teachers will:**

- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps
- Establish a clear learning goal ‘ I am learning to/about’ in ‘child friendly’ language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these
- Establish an initial ‘hook’ that will motivate and engage the children
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links e.g. within the IPC unit – The Big Idea being studied
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

**2 Introduction to the lesson – A good introduction to a lesson will include:**

- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the ‘I am learning to/about’ is developed later in the lesson e.g. arising from an investigative activity.)
- Sharing the learning goal and lesson’s steps to success with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through clear modelling
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses
- Putting the learning into context; explaining to the children why they are learning what they are learning
- Using appropriate resources, including ICT and other adults, in order to support children’s learning
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities
- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

**3 Main teaching - The main teaching part of the lesson will include:**

- Informing the children of the learning, steps to success and specific language to be used
- Teacher modelling the process and task which is expected of the children
- Using resources which stimulate, sustain and support children’s learning
- Appropriately differentiated questioning

- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacy enough that children remain engaged
- Secure subject knowledge demonstrated by the class teacher
- All children actively involved and engaged in their learning
- High expectations of children both in terms of their work and their learning and social behaviours
- Praise for the children when they do the right thing, achieve well and make progress
- A wide range of assessment strategies which are used by both the children and the teacher
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

**4 Group teaching and independent activities – This part of the lesson will include:**

- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning
- Effective use of other adults both class based TAs and Learning Support, in order to support learning and/or move it forward
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions
- Children receiving positive and diagnostic feedback about their effort and their learning
- Time reminders to indicate to the children how long they have left to complete activities
- A purposeful learning atmosphere dependent on the task the children are completing.

**5 End of the lesson – A good plenary or series of mini plenaries will include:**

- Reference to the learning that has taken place and steps to success
- Teachers and increasingly children making assessments which will inform future learning
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success
- Children receiving positive and diagnostic feedback about their effort and work
- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.

**6 Assessment and evaluation – after the lesson good assessments made by the teacher will include:**

- Evaluating whether all the children or groups of children achieved the learning and met the lesson's steps to success, and whether the children's learning moved on and if it didn't, why not?
- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why



- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning objective need to be completely revisited again
- Diagnostically marking the children's work, clearly stating what they have done well and what the next stages in their learning are (using the School's marking codes)
- Using assessment to inform future planning and next steps in learning and the assessment performances descriptors for Reading, Writing and Mathematics to regularly moderate and ascertain whether the child is at national standard and what is needed in order for them to achieve this.

### **The Role of Teaching Assistants**

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching; either through direct delivery or by enabling access for identified children
- Supporting a small group within the classroom
- Delivering intervention groups
- Carrying out assessments
- Preparing resources
- Supporting children with IEPs / Individual Behaviour Plans (IBPs) or statements of special educational needs.

### **Behaviour Management**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

### **Inclusion**

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision at Elmridge is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality. In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age. Children who receive additional or extra support, including those with statements of SEND, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

Inclusive practice across the curriculum should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

The Head of School and Assistant Head teacher will monitor the effectiveness of this policy throughout the academic year.

**Date: September 2019**

**Review date: September 2019**