



Dringhouses Primary School

Learning and Teaching Policy

LEARNING AND TEACHING POLICY

Aims

This policy aims to clarify, create and maintain a common and consistent approach for effective teaching and learning, exemplifying the school's philosophy. It sets out our expectations for teaching and the impact on pupils' learning and acts as a tool for self-evaluation.

Non-negotiables

The teacher is the key person in facilitating learning. He/she is responsible for the learning in the classroom and ensuring it is effective for all pupils. Each teacher's classroom reflects the school's aims and values, so offering a consistent approach to the development of children's learning. We believe that the learning environment has a fundamental influence on the way teachers and pupils think, learn and feel. An effective learning environment is one where:

- children are grouped appropriately- predominately in mixed ability pairs. There is no 'setting' for any aspect of the curriculum with the children engaging in many lessons/activities in mixed ability pairs/groups and supporting each other through peer feedback. Differentiation takes place through scaffolding and extending;
- 'growth mindset' philosophies underpin structures with a focus on resilience, independence, confidence and high outcomes
- the environment is calm and uncluttered, ensuring there is an uncompromising focus on learning with working walls consistent throughout the school
- there are high expectations for learning and behaviour from all staff – everybody in school believes every child can;
- marking and feedback takes place throughout the lesson with teachers monitoring and reacting to the learning. One to one interactions are pertinent to the learner with an expectation that progress is maintained throughout, with 'keep up not catch up' strategies used;
- high quality resources (including teaching assistants) and learning aids are readily available to support learning, encourage independence and deliver an ambitious curriculum;
- the teaching of reading is given a high priority
- relationships are positive, respectful and productive. Children feel safe and do not experience bullying or discrimination

The school day (which ensures pupils' progress is maximised):

The day is organised to facilitate a relentless and uncompromising focus on children's learning whilst they are in the school building. A typical day includes:

- between the doors opening (8.35am) and the end of registration (9am), the focus is on daily readers, 'preteach' and 'smart start'. The latter is predominately based on arithmetic skills. So the pupils 'hit the ground running';
- morning lessons – including reading, writing, phonics, spelling and mathematics;
- afternoon lessons including foundation subjects, provision learning and 'keep up' for learners who need extra support to ensure they start the next day able to progress;
- assemblies take place in the afternoons with 'special mention' on Friday afternoon before the pupils go home;

- ‘interventions’ are short, focused sessions that take place in the afternoons – reactive to need. Pupils with SEND are expected to stay in the lessons where possible, scaffolded by adults and peers, so they can access quality first teaching
- PPA is covered by highly skilled, knowledgeable specialist teachers – so there is no dip in quality provision

The curriculum is packaged into Learning Projects which are sequential and are planned so there is coherence, continuity and progression (see Curriculum Statement). Core subjects are planned separately however cross-curricular links are continually made. The planning has developed so there is no unnecessary workload for staff

Planning:

- long term planning consists of a three year rolling programme (EY/KS1) and four year rolling programme (KS2) of Learning Projects;
- medium term planning (the Learning Project) maps the knowledge and skills to be learnt for all subjects except English and mathematics (these subjects have separate medium term plans) however cross-curricular links are made where possible. The Learning Project Plan a short document with an expectation that assessment annotations are made;
- short term planning (weekly) gives detail to the English (phonics and writing) and mathematics learning.

To support the above process, the staff plan in teams (EY, KS1, LKS2 and UKS2) with team leaders (deputy headteacher and assistant headteacher) overseeing the process.

Monitoring and Assessment (see Marking and Feedback policy):

- is reactive and informs future planning – during the lesson, preparing for the next lesson and linking into the weekly and medium planning;
- is informed by marking and feedback according to our guidelines which recognises achievement, is related to the objective for the lesson and helps children know what their next step is;
- uses progress as exemplified in books as a key marker for improvement with expected standard and greater depth as benchmarks;
- uses available statutory data to track pupil progress and set targets for improvement – with three data captures a year to support internal tracking;
- tracks groups of pupils who may be at risk of underachievement;
- informs transition – accurate records are passed from teacher to teacher and school to school.

Effective learning is epitomised by high outcomes (where relevant this is reflected in results from national tests) indicating :

- sustained, retained, lifelong learning;
- application of learning ensuring transference of skills beyond the classroom;
- independent thinking, resilience and problem solving;
- enjoyment of learning and willingness to learn;
- motivation to fulfil potential with high aspirations for their future;

The Role of Parents/Carers

We believe that parents/carers have a fundamental role to play in their children's. We effectively communicate with parents/carers through:

- holding parents'/carers' information evenings e.g. phonics workshops and guides to statutory assessment;
- sending information to parents/carers at the start of each term in which we outline the learning that will take place;
- inviting parents/carers to end of learning project exit activities e.g. EY/KS1 celebration assemblies;
- sending reports in which we explain their child's achievements and indicating how the child can improve further;
- explaining to parents/carers how they can support their child/ren with homework
- fortnightly newsletters;
- publishing or distributing useful guides (such as our Calculation Policy and Curriculum statement);
- informally meeting parents/carers on request;
- the web-site;
- twitter;
- e-mail.

Policies referenced

- Curriculum Statement
- Marking and Feedback Policy

Policy Reviewed: Spring 2019
Next Review Date: Spring 2022