

Teaching and Learning Policy

Date	Review Date	Coordinator	Nominated Governor
Feb 23	Feb 25	SLT	

Our school vision states Growing, Learning and Achieving together. In order to do this we endeavour to create a positive atmosphere for children to work, grow and develop their individual potential, helping them to become competent and confident adults who are able to live their own lives and contribute to society.

Introduction

Our core purpose is to equip our pupils to be life-long learners. We believe children should feel the excitement of learning and feel proud of their achievements when they have faced and met the different challenges along the way. Learning should be a rewarding and enjoyable experience for everyone and should give opportunities for children to try new things and gain confidence in facing things they have never tried before.

As a values school we expect to see positive attitudes and a growth mindset forming the basis of the whole school ethos. We set high standards for behaviour where children are encouraged to be Thoughtful, Honest, Fair and Kind.

Aim of this Policy

At Foxdell we aim to:

- Enable all pupils to achieve the highest standards of which they are capable
- Closely monitor pupils' progress ensuring that teaching is effective in meeting their needs
- Develop self-confidence and self-belief
- Develop a thirst for learning, a desire to achieve aspirational goals and a purpose for learning
- Develop a growth mindset which will enable pupils to persevere, show determination, passion and drive especially when they face challenge and change
- Enable all to read, write and count well so they can access the many aspects of the curriculum with confidence
- Develop an expectation that all will achieve ambitious standards (whatever this looks like for each individual child)
- Promote independence and an environment where children feel safe to take risks and to learn from these

Teaching and learning

At Foxdell we believe that teaching is most effective when teachers:

- Demonstrate secure subject knowledge and present this in an interesting and engaging way to the pupils
- Are competent in teaching core skills (Phonics, Reading, Writing and Mathematics) and can deliver purposeful lessons linking them to real life situations and problems
- Provide challenge which inspires and enthuses pupils, encouraging them to strive for more enabling them to deepen knowledge and understanding
- Deliver learning in a range of ways helping children to learn in a style they feel comfortable with
- Create opportunity to develop knowledge and understanding through reflective questioning and by posing deep questions

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- Use time efficiently to deepen learning and transform thinking
- Use resources, including teaching assistants and other professionals, to deliver quality learning
- Provide opportunities to use the local environment and local community to enhance the curriculum
- Share next steps for learning
- Set high expectations for all groups of pupils
- Develop a continuous process of assessment for learning that supports personalised learning and informs future planning
- Encourage pupil talk on a regular basis

There is a focus on developing deeper learning in all curriculum areas by posing 'diving' questions. We want all pupils to develop reflective and analytical thinking, making sense of the learning provided as well as developing the skills to broaden concepts.

Learning Environment

Children should expect a learning environment that supports and encourages them in all aspects of their learning. Every opportunity should be taken to maximise opportunities for learning. This is achieved by:

- The use of interactive displays to stimulate discussion and challenge pupils
- Providing resources including IT equipment that are accessible, kept tidy and ready to use
- Displays that move pupils' learning forward such as objectives and success criteria
- Promoting the celebration of success of pupil's achievements
- Promoting a stimulating environment in which learning is inspired as a result of this
- Promoting children's physical, spiritual, emotional and mental well-being by the display of our Values, class charters, Language of the Month and RE themes
- Promoting a safe and caring atmosphere where children can take risks and feel supportive to do so by all adults.

Special Educational Needs and Disabilities (SEND)

Pupils with special educational needs may benefit from a minimum of external stimulus. In such situations, teachers will need to ensure that they balance the needs of the class with the needs of the individual; this may involve the zoning of areas in the classroom. Teachers must ensure that lessons are effectively differentiated for pupils with SEND. The Inclusion Manager will monitor and provide support with planning and resources to enable this to happen.

Classroom management

At Foxdell we strive to develop positive professional relationships with all pupils which are encouraging, challenging and supportive by:

- Treating pupils equally and in a fair manner in all aspects of school life
- Encouraging pupils to promote the school values in everything they do
- Setting high standards of behaviour and positive attitudes in and outside of the classroom and wider school environment, if representing the school on a class trip or visit or in learning events outside of school.

Assessment for Learning (AFL)

Assessment for Learning is used as a way to decide where learners are in their learning, where they need to go next and how best to get them there. Teachers use the evidence in children's learning to plan effective next step learning sequences. This feeds into personalised targets for pupils. Assessment for learning enables teachers to celebrate the small steps of

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learning as well as large milestones. This helps to increase self-confidence and self-belief in what the pupils feel they can achieve with effort and determination.

Role of the Teaching and Learning co-ordinator

It is the responsibility of the teaching and learning coordinator to:

- Monitor the quality of teaching and learning across the school
- Support middle leaders in their role
- Work with mentors for newly qualified teachers to ensure effective professional development
- Co-ordinate INSET for teaching and non-teaching staff
- In conjunction with middle leaders, monitor standards to identify strengths and weaknesses and how these might be addressed
- Co-ordinating lesson study and team teaching

Developing Practice

In order to keep up to date with recent information about teaching and learning it is essential that we support staff by providing:

- A programme of continuous professional development
- Relevant and high quality whole staff training that meets the needs of the school
- Protected planning, preparation and assessment time
- Lesson time free of interruptions

Monitoring Teaching and Learning

Monitoring of teaching and learning is fundamental in ensuring that teaching in all classes meets the expected standard. The quality of teaching and learning is monitored through:

- Analysis of pupil performance against local and national school averages
- Observations by senior staff and middle leaders
- Appraisal observations
- Work sampling
- Planning scrutinies
- Pupil progress meetings
- Internal and external moderation
- Learning walks
- Pupil voice

Senior staff can carry out observations without prior notice as part of whole school self-evaluation or in response to concerns. The following approach is taken during lesson observations:

- The focus is agreed between the observer and teacher at least a week prior to the observation
- An annotated lesson plan (within the sequence) is provided with the context of the class- number of children, current levels, Pupil Premium, SEND.
- The observer arrives promptly, keeps a low profile and thanks the teacher upon leaving
- Feedback takes place as soon as possible and there is opportunity for a professional dialogue
- The observation is recorded onto Lessons Learned and agreed by the teacher and observer.

If there is a disagreement about the content of the observation record then the teaching and learning co-ordinator must be consulted.

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Role of Governors

Governors play an important part in ensuring the teaching and learning at school remains of a high standard.

Governors support the Headteacher and curriculum leaders in monitoring the effectiveness of the school's teaching and learning through subject monitoring. They are assigned different curriculum areas to monitor and they work alongside teachers to ensure there is consistency in the quality of learning opportunities presented to pupils across the school.

Reports are provided by the Headteacher and curriculum leaders to governors on a regular basis.

The Role of Parents and Carers

Parents have a fundamental role to play in helping children to learn. We believe parents should be kept up to date and informed of changes to the curriculum and any significant changes to the way we teach in school.

We aim to keep parents informed by:

- Setting regular high quality homework that is marked and provides feedback to parents
- Sending out curriculum maps on a half termly basis to share the topic and how this will be covered across the curriculum
- Informing parents of pupils' targets and what they need to do to improve
- Holding regular workshops for parents to explain the schools approaches such as Impact in reading, writing, maths and phonics as well as new to year group meetings
- Providing 'Family Learning' sessions
- Sharing pupil progress through parents meetings and annual reports

LINKED POLICIES

Other policies that should be referred to include:

- Assessment
- Curriculum
- Individual subjects (core and non-core)
- Special Educational Needs and Disabilities
- English as an Additional Language

Headteacher:		Date:	
Chair of Governing Body:		Date:	