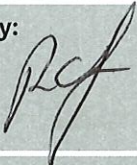




WHERE STARS SHINE

# TEACHING & LEARNING POLICY

<b>Policy Lead Committee:</b>	Local Academy Committee	<b>In consultation with:</b> Senior Leadership Team
<b>Approved by:</b> 	<b>Date:</b> 20 <sup>th</sup> July 2023	
<b>Policy Date:</b> Summer 2023	<b>Review Date:</b> Summer 2025	
<b>Review Frequency:</b> 2 Years		

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## 1. Introduction

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

We aim for our children to develop into happy, confident and successful members of the global community and have a great understanding and respect for others and the world around them.

### **UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD**

#### **ARTICLE 28**

Every child has the right to an education. Discipline in school should respect children's dignity. Young people should be encouraged to reach the highest level of education of which they are capable.

#### **ARTICLE 29**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Enhance the professional development of staff.
- Provide a unified focus for monitoring learning and classroom practice.

## 2. Our Philosophy

**At Severnbanks we believe children learn best when there is consistency and continuity in our approach.**

We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

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We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life.

### **3. The purpose of our teaching and learning: pupil progress**

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve unnecessary repetition or low levels of challenge.

**Using Rosenshine's 10 Principles of Instruction, teachers will also ensure that through the day the following elements are incorporated into the teaching the learning:**

1. A daily review of previous learning.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practise.
6. Teachers also carefully check all children's understanding in a variety of ways
7. Children have a high rate of success, with enough mistakes to show that they are being challenged
8. Scaffolds are provided for more difficult tasks
9. Children are given opportunities to also practise independently
10. There are weekly and/or monthly reviews of learning

### **Six core elements of our provision**

#### **1. Subject knowledge**

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of subject leaders and our CPD programme ensure that all learning is led by staff with excellent subject knowledge.

#### **2. Planning**

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.



### **3. Interventions**

We plan interventions that will support pupils and will move them on in their learning. These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

### **4. Homework**

We recognise the importance of pupils learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

### **5. Assessment for Learning**

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also ready to adapt our approach spontaneously when we meet unexpected misconceptions or difficulties.

### **6. Marking and feedback**

We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning.

We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking, in target-setting and orally, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

### **7. Outcomes: basic skills, classroom climate, pupil attitudes**

#### **Basic skills**

We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, phonics and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate these core basic skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

#### **Classroom climate and environment**

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and





rewards to support them. We want our pupils to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

### **Pupil attitudes**

We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking.

## **8. Inclusion**

At Severnbanks, we are committed to giving all our children every opportunity to achieve the highest standards; actively seeking to remove the barriers to learning. Our school promotes the individuality of all of our children to ensure progress in their learning, allowing them to meet their full potential.

- Successful inclusive provision at Severnbanks is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children.
- In accordance with the school's Equal Opportunities Policy and Inclusion Policy, all children will be given full access to the National Curriculum, unless their Education, Health and Care Plan (EHCP) identifies the need for disapplication.
- Children who receive additional or extra support, including those with an EHCP, 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, ethnicity, social or cultural background, home language, disability or any other aspect that could affect their participation in, or progress in their learning.

## **9. EYFS**

For us at Severnbanks, we ensure our ambitious EYFS curriculum meets the specific needs of all children. Our long-term plan outlines a developmentally appropriate sequence of learning that is consistent with the educational programmes set out in the EYFS statutory framework. By taking a holistic view of our children, families, and community we have been able to plan a stimulating curriculum, rich in language development and experiences that will broaden children's awareness and knowledge of the world around them and expand their understanding across all areas of learning. Our EYFS curriculum lays the foundations for children to develop their understanding of being part of a Rights Respecting school and we foster critical, creative, and collaborative thinking as characteristics of effective learning that will support children in their understanding of P4C as they continue their journey beyond EYFS.

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All children deserve to have an equal chance of success and for us at Severnbanks, we take a balanced approach to teaching and learning. This approach is simple and effective; our aim is to fuse pedagogical approaches to meet the needs of all our children. Children arrive in our setting with a wide range of experiences, knowledge, and skills. To ensure all children, make the best progress and outcomes we use adult led or directed formal sessions in both the Nursery and Reception classes. Adult directed sessions can be seen as whole class carpet sessions, group work or as 1:1. This approach ensures that children are learning specific objectives to progress in their developmental understanding of concepts, gain necessary skills and deepen understanding.

Observation is crucial to the development of our children. Practitioners observe children in their play; to assess if newly taught skills or knowledge is being applied through children's own enquiry and exploration, to elicit children's interests, to capture spontaneous learning and understanding that we might not necessarily be expecting, to inform assessment and to inform future provocations or drivers that could be introduced into the classroom environment to promote spontaneous learning or be used in deliberate teaching.

Observations can also lead into a co-constructed activity. 'In the moment' real-time planning, practitioners are led by the child/ren's interests and there is fluidity between the roles of the child/practitioner as observer and teacher. Together experiences are shared, and opportunities are taken by the practitioner to strengthen and deepen learning and development and introduce new learning by using resources and the enabling environment in a manner that makes learning playful.

Outcomes of all approaches are recorded and can be used to inform assessments and professional dialogue between practitioners. Children in Nursery are assigned Key Workers and they are responsible for recording interactions, while in Reception children work with both the class teacher and T.A. who are responsible for recording interactions. This could take the form of a 'Tapestry' observation where children are observed following their own interests, enquiry, and explorations, a picture is taken and uploaded to the child's online journal along with the observation notes. Co-constructed activity sheets detail what the practitioner observed and how they interacted with the child to promote new learning. Group and class activity records are used for recording adult led, curriculum specific learning objectives with specific assessment criteria.

Children in Reception have a 'Journey through book' which is used for cross curricular writing opportunities, these can be independent, adult led/ supported or shared experiences where teachers and children share in the scribing process. In addition, we also document children's writing grip and letter formation from entry to exit of the reception year. Both Nursery and Reception keep maths and provision floor books which are used by the children to reflect on their learning and capture our special theme days such as 'beep beep' or 'international mud' day.

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At Severnbanks, we very much view our learning environment as our third teacher. Children have free flow access between the indoor and outdoor environments whatever the weather! Rooms are carefully planned and zoned and resourced with thought given to all areas of the curriculum. Children have further opportunities to explore and learn in our beautiful forest area. Nursery and Reception have weekly timetabled visits to this outside learning environment which can also be use on an ad-hoc basis if necessary.

We use guidance from Development matters, Birth to 5 matters and external moderation to help us assess the development of the children and validate our judgements. Formative (ongoing) assessment helps us to act quickly should we feel specific support is needed where children are not experiencing success or barriers to learning have been identified. Summative assessments are made at specific checkpoints throughout the year, and we make a judgement based on the intentions of our curriculum up until that point and practitioner's knowledge of child development. In the final term of reception, the class teacher with support from the TAs in the setting will complete an EYFS profile for each child this will give a well-rounded picture of a child's knowledge, understanding, abilities and their attainment against expected levels (Early Learning Goals).

We know and recognise the important role parents hold in the development and success of children. We strive to foster an effective and respectful partnership by encouraging parents to take an active role in recording their children's experiences and 'wow' moments by uploading pictures to 'Tapestry'. We greet children and parents at our Nursery and Reception doors each day, parents can use Tapestry to message or make appointments to speak to class teachers via the school office. Nursery children take home weekly share books and Reception children take home phonic folders and reading books. We ask parents to sign reading diaries and comment on how they feel their child is progressing at home with their reading.

(Read EYFS policy)

## **10. Phonics**

Year 1 and some Year 2 children undertake phonics screening at the end of the related academic year.

## **11. Role of the Headteacher**

- To plan, in consultation with Senior Leadership Team, the annual calendar for monitoring, evaluation and assessment.
- To quality assure the work of Teachers with a programme of lesson observations, teacher planning and scrutiny of pupils' work.
- To liaise with SEND Co-ordinator (SENDCo).
- To discuss intervention strategies with SENDCo and Teachers and plan appropriate further support and training.
- To report to staff on outcomes of monitoring systems.

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- To organise Performance Management meetings with teaching staff.
- To report to the Governing Body.

## **12. Role of Senior Leadership Team**

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Completing a self-evaluation of the school's quality of teaching.
- To support the Headteacher in the monitoring of Teaching and Learning.
- To undertake Performance Management of Teaching Assistants.
- To liaise and support with Subject Leaders where necessary.

## **13. Role of Curriculum Coordinators**

The role of the co-ordinator is to monitor and evaluate their subject area(s) to ensure quality of teaching and learning, progression and continuity by:

- Analysing School's tracking system and test results.
- Provide a report to Governors identifying areas of strengths and development.
- Provide a Subject Specific Action Plan recommending targets for improvement and development in their subject area as a result of school monitoring analysis.
- Evaluate the previous year's actions.
- Observing lessons using the School's agreed Teaching and Learning Policy.
- Analyse samples of pupils' work in different year groups (e.g. Greater Depth, Age Related Expectations, Below).
- Reviewing teachers' planning.
- CPD, visiting other schools, moderation across schools.
- Sharing good practice through lesson observations/ peer to peer support, classroom visits and scrutiny of pupils' work
- Pupil Conferences.
- Providing reports on www (what's working well) ebi (even better if)

## **14. Role of Teachers**

- Teachers should also see themselves as learners, and have high expectations of themselves.
- They should be reflective practitioners who question how they can improve and develop their teaching (what went well / even better if).
- In order to promote outstanding learning all staff need to apply our agreed School Fundamentals. **Appendix A**
- Teachers should evaluate their own teaching performance against this Teaching and Learning Policy and Teaching Standards.





## 15. Monitoring and Evaluation

Curriculum Co-Ordinators and the SLT monitor books and lessons through the term. Feedback is shared with teachers and Teaching Assistants. Monitoring of work and book scrutinies are also performed across the Trust to ensure continuing high standards and the sharing of best practise. Through this process strengths and weaknesses will be identified and addressed as part of the SIP linked to the school's overall drive to raise the achievement and standards of the learners. The information will also be used to inform our Subject Intent, Implementation and Impact – Self Evaluation Forms (SEF) Section.

**This policy is available on the school website:**

**[www.severnbanksprimaryschool.co.uk/website/policies/257152](http://www.severnbanksprimaryschool.co.uk/website/policies/257152)**. Paper copies are available on request from the School Office.

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## Severnbanks School Fundamentals

### To promote outstanding learning, we will:

- Encourage and nurture our children's love of learning, so that they can build upon their resilience, self-belief and curiosity.
- Demonstrate a deep knowledge and understanding of the subjects we teach and deliver them in a way that ensures accessibility and challenge for all our learners.
- Plan detailed well thought out lessons, which introduce subject content progressively to demand more of our pupils.
- Use highly effective questioning, to systematically check pupils understanding; identify misconceptions and seek out opportunities to correct and expand learning.
- Be determined to set and communicate high learning expectations of all pupils.
- Manage pupils' behaviour highly effectively with clear rules applied consistently.
- Promote mastery and deeper understanding of subject knowledge across the whole curriculum.
- Promote thinking time, time for reflection and excellent opportunities for our children to practice the skills they have learnt.
- Encourage pupils to try hard, recognise their efforts and ensure pupils take pride in all aspects of their work.
- Provide phonics teaching which is highly effective in enabling the pupils to tackle unfamiliar words.
- Promote a growth mind-set ethos by encouraging our pupils to take risks and be resilient to failure.
- Demonstrate a firm believe that all pupils can achieve their full potential.

**Therefore, we will ensure that progress is outstanding for all our children.**