



# CHURCHAM PRIMARY SCHOOL

## Learning & Teaching Policy

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| Approved by:         | Learning & Teaching Committee |
| Reviewed:            | 07 March 2022                 |
| Date of Next Review: | March 2024                    |

## **Churcham Primary School Learning and Teaching Policy**

The aim of this policy is to ensure that the children at Churcham Primary School receive consistent, high quality teaching to enable them to learn effectively. It will provide a framework for monitoring the quality of teaching and learning; it will help Staff and other adults to evaluate their practice. It will provide a calm, safe learning environment where everyone feels valued.

All staff have been involved in the formation of this policy; this has insured ownership.

It identifies our beliefs about what constitutes quality teaching which will promote learning and raise standards throughout the school.

### **At Churcham we believe children learn best when:**

- Individual needs are recognised and addressed
- They are positive, are self-motivated and happy. They feel safe and have the confidence to take risks
- They feel that they are all treated as equals
- They acquire mutual respect, value the work of others and the environment in which they learn
- They have clear expectations of work and behaviour; including intended outcomes and how these can be achieved
- Lessons are stimulating, exciting and engaging – having purpose and pace.
- Work is challenging, but achievable
- The learning environment is stimulating, calm and secure with interactive accessible resources
- They are encouraged and work is praised
- They are given meaningful feedback on what they are doing and how they can improve - verbally and through the marking (see marking and presentation policy)
- They engage in self-evaluation, making choices where appropriate and play an increasing role in organising their learning
- They are given the opportunity to discuss their learning and share ideas
- Teaching is focussed on their individual needs
- Parents are involved and supportive

**To allow this to happen in our school the classroom climate needs to be embedded with the belief that all pupils can learn and improve. Successful learning occurs when children understand the goals they are aiming for and when they are motivated and have the skills to achieve these goals.**

**At Churcham Primary School we believe EFFECTIVE teaching is demonstrated by:**

- Accurate use of formative and summative assessment to inform future learning
- Strong subject knowledge of the teacher
- Teaching, over time, is sequenced
- Opportunities are planned for key concepts to be embedded in long term memory
- Lessons that are well planned and objective led with a clear learning outcome
- Lessons are differentiated to meet the needs of ALL children
- The pace of lessons ensure learning is optimised and no time is wasted
- Building on prior learning
- A range of teaching methods to foster different ways of learning is used ensuring a good balance between instruction, demonstration, modelling, discussion, questioning
- Key vocabulary is displayed and used accurately
- The method and organisation of the lesson supports the learning intention
- Staff have high expectations of all pupils achievement
- Relevant Success criteria is used and understood
- Staff have high expectations of behaviour
- Staff make use of praise and encouragement throughout the lesson
- Pupils understanding is checked and misunderstandings are addressed
- Staff use a range of effective resources
- Staff use a range of questioning techniques and allow time for responses
- Children are given the opportunity to talk and share ideas
- Time is managed effectively – good organisation, smooth transitions
- Feedback is provided for children which is constructive and enables them to move forward (see Marking policy). Pupils respond to and act upon the feedback they have been given
- Staff show enjoyment and enthusiasm
- Effective deployment of Teaching Assistants to ensure learning takes place

**To be successful Staff we need to be able to identify and recognise learning that is taking place within the classrooms. ‘Learning can be considered as the process by which skills, attitudes, knowledge and concepts are acquired and understood, applied and used or advanced and extended. It should not be confused with the mere completion of tasks.’**

**At Churcham Primary School we believe EFFECTIVE learning is demonstrated by:**

- Children who are motivated
- Being able to talk about what they are learning *not* what they are doing
- Children having a clear understanding of the learning objectives and what is expected of them
- Children are able to maintain focus
- Children listen and are able to follow instructions
- Children are able to work well in a variety of ways – in pairs, groups, individually
- Children are independent learners and draw from a range of strategies when needed e.g. know what to do when they are ‘stuck’

- Children use vocabulary connected with their learning
- Children ask relevant and appropriate questions
- Children are well organised with their time and equipment and are able to select their own resources
- Children are able to take risks, they demonstrate perseverance and recognise making mistakes as part of the learning process
- Children are able to use success criteria to evaluate their work
- Children show pride in their work and its presentation
- Children who respect and take care of resources
- Children who are able to reflect and refine their thinking – sharing and building upon the ideas of others (collaborative)
- Children who respect the ideas, beliefs and cultures of others

### **Effective planning will include:**

Long term planning – giving a clear overview of subjects and key stages to ensure coverage of the National Curriculum (see rolling programme), a progression of skills, continuity and securing a broad and balanced curriculum.

Medium term planning – drawn from the long term planning. A (half) termly breakdown of objectives to be taught, into learning intentions in each subject area; identifying skills and the learning outcome. They should identify opportunities for children to carry out their investigations, research, engage in discussion and debate, carry out observations and communicate their findings. Identify opportunities where taught English and maths skills will be applied across the curriculum.

Short term / weekly planning – drawn from the medium term plans which contain key questions/learning objective, learning activities and organisation, grouping of children with differentiated activities when appropriate, assessment/evaluation opportunities.

All planning should:

- Be differentiated to ensure accessibility for ALL children
- Be objective driven with clear learning outcomes
- Build on children's prior knowledge
- Provide a variety of learning and teaching styles
- Provide challenges for all children
- Reflect the requirements of the National Curriculum
- Show that assessment and evaluation has been reflected in future planning.
- Show a sequence of learning
- Promote cross-curricular links so that English, maths and ICT skills are embedded into other subject areas
- Identify opportunities for speaking and listening
- Identify key questions to be asked in the lesson
- Identify key vocabulary to be used
- Identify the work of teaching Assistants
- Reflect My Plans/My Plans+ (where appropriate) and identify support for Pupil Premium and Greater Depth

**The classroom environment has a great impact on the children's learning.**

**What does an effective learning environment look like?**

- Has a welcoming, supportive atmosphere
- Is well presented
- Key vocabulary is displayed
- Furniture is arranged to aid learning
- Displays are used to support and celebrate learning
- Ensures all the children's physical needs are catered for (water, warmth)
- Having a working wall for English and maths
- Has centralised resources for children to use. All resources are of good quality and are accessible
- Children can see how they are rewarded for their successes (in-class reward systems, celebrations in class of good work and effort)

**Monitoring of Teaching and Learning**

**This policy will also provide the framework for monitoring the quality of teaching and learning at Churcham Primary School**

As stipulated in our yearly Assessment and Monitoring cycle the following will be used:

- Lesson observations
- Scrutinising planning
- Book Look
- Pupil Conferences
- Learning walks
- Pupil Progress Meetings

The Headteacher will also involve other professionals, where appropriate, invited to the school to assist with the monitoring of learning and teaching.

Staff should also see themselves as learners, and have high expectations of themselves; they should constantly question how they could improve and develop their teaching. This policy can be used to support the process.

Monitoring will provide all stakeholders with information about the quality of learning and teaching in the school. Through this process strengths and weaknesses will be identified and addressed as part of the SDP linked to the school's overall drive to raise the achievement and progress of all learners.

The information will also be used to inform the SEF.

Targets will also inform the school's annual Performance Management meetings, an entitlement for all staff.

Reviewed February 2022

Chair of Governors: Emma Middlecote

To be reviewed: every 2 years

*In all aspects of life at Churcham Primary School, the safety and well-being of our children is paramount. We expect all staff and volunteers to share this commitment.*

## **APPENDIX A**

### **LESSON OBSERVATIONS – FUNDAMENTALS**

#### **The teacher:**

- Sets clear objectives
- Shares learning intentions with the children (TBAT)
- Refers to learning intentions within the lesson
- Has high expectations of ALL children
- Uses a range of teaching styles / techniques
- Actively involves children during the lesson
- Uses a balance between teacher and pupil talk
- Uses a range of questioning - extend learning, assess
- Uses subject specific vocab.
- Manages behaviour well

#### **Planning includes:**

- Clear objective / learning outcome
- Age related expectations / high expectations
- A Clear sequence of learning
- How learning will be evaluated
- Links to previous / future learning
- Identifies role of teacher and teaching assistant
- Matched activities – identifies; SEN, Pupil Premium and GDS
- Key vocabulary
- Evaluation and assessment used to inform future planning

#### **Teaching Assistant:**

- Follows planning provided by the teacher
- Is clear about their duties / children's tasks
- Is actively involved in all parts of the lesson
- Supports pupils identified by the teacher
- Refers to objective during the lesson
- Manage behaviour
- Uses initiative!

#### **Children are:**

- Motivated to learn and complete success criteria
- Focused
- Actively involved in their learning
- Able to confidently articulate their learning using relevant vocabulary
- Working independently
- Accessing resources to complete learning tasks

#### **Displays:**

- Working wall for English and Maths
- Evidence of children's work

- Balance between children's work, photos, prompts, information
- Information displayed is relevant to the children's current learning
- Are organised, presentable and age appropriate