

Newberries Primary School



Teaching and Learning Policy

Play Together, Learn Together, Achieve Together, Grow Together

Date: January 2025

Review Date: January 2027

Introduction

At Newberries Primary School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We aim to develop an enjoyment of learning through creative and real-life experiences. We endeavour to expand children's imagination and promote an environment of motivation, curiosity and challenge. By embracing these new challenges and becoming independent learners, children will be able to reach their full potential in all areas of the curriculum.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. We aim to identify individual children's needs, to recognise the skills, experience and cultures that they bring to school and to ensure equality of access to the curriculum.

Through our teaching we aim to:

- develop skills and knowledge systematically throughout the curriculum in order to equip pupils for future learning;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings;
- encourage collaboration where talk is central to learning;
- show respect for the diverse range of cultures and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens;
- ensure our children feel happy, secure and safe in school.

Effective Learning

An effective learner will:

- Try their best.
- Be kind and helpful to others.
- Be able to work effectively independently as well as within a group.
- Be self-motivated and engaged with their learning.
- Be eager to participate.
- Ask questions showing a lively and enquiring mind.
- Allow others to work.
- Take ownership of their own learning by self-assessing, knowing their next steps and checking where they are with their learning.
- Listen and respect what others have to say.
- Explain their thinking.
- Extend their learning by completing Home Learning tasks.
- Enjoy learning.
- Challenge themselves and not always choose the easy option.

Teaching

An effective teacher will:

- Create a safe atmosphere in their classroom where children feel happy and secure to share their thoughts and ideas openly, as well as feeling comfortable to make mistakes and learn from them.
- Remember learning should be fun and encourage creativity.
- Make effective use of technology to enhance teaching and learning.
- Have resources and equipment readily available to support and challenge learners.
- Clearly explain the skills and knowledge that children will be learning in the lesson and the success criteria that will support them. Which they will encourage children to refer back to during the progress of their learning.
- Model clearly to the children what is expected of them in every session. Instructions to be given clearly, developing an understanding of key vocabulary.
- Allow time for pupils to think, explore, share and explain. Effective use of talk partners where children explain their thinking and are encouraged and challenged.
- Make effective use of any support staff ensuring that they are impacting on pupil progress during all parts of the session.
- Make sure introductions are prompt but effective. Lessons will be paced appropriately but incorporate opportunities to check for pupils' understanding.
- Use higher order and varied questioning techniques, involving all children. Push children to extend their thinking and answers through extended sentences.
- Give pupils enough scaffolding, resources (e.g. word banks, practical resources, visual prompts) to allow for them to succeed.
- Scaffold learning effectively, to ensure that there is a build up of learning during a lesson which enables pupils to achieve learning outcomes and provides appropriate support and challenge, whilst promoting independence.
- Plan and then teach with the expectation that all pupils will make progress.
- Regularly check pupils' understanding throughout the session by planning opportunities for pupils to retrieve and recall knowledge and/or demonstrate skills and make any adaptations to teaching accordingly.
- Set high expectations of presentation, encouraging children to take pride in their work.
- Make use of self and / or peer assessment throughout sessions.
- Plan effective opportunities to revise, assess, celebrate and / or introduce work.

Classroom Environment

A learning environment is effective when:

- There is a calm, supportive atmosphere.
- The room is welcoming, free from clutter, tidy and well presented.
- Furniture is arranged to aid learning and there are clear pathways.
- Rules and expectations are displayed.
- Children can see how rewards and consequences are managed.
- Clearly labelled, age appropriate curricular resources are organised to allow children independent access.
- Attractive displays reflect current work and a range of curriculum areas with a balance of children's work, photographs, aids to learning, quotes, information and key vocabulary. All displays must be reflective of the school's Display Policy.
- Children's achievements, effort and successes are celebrated.
- There are clear areas of learning including an attractive, inviting reading area.
- Maths and English working walls are in place and reflect current learning.
- The outdoor environment is used as an extension of the indoor one (especially in EYFS and Y1).

Effective Planning

The skills and knowledge that are to be taught in each year group are documented in the progression of skills and knowledge documents for each curriculum subject.

Long Term curriculum planning maps for each year are revised yearly to ensure they are relevant to each particular cohort.

Medium Term planning provides learning objectives for each term for all foundation subjects including Computing and Science. All medium term plans will detail what skills and knowledge will be taught in each lesson and the strategies used to achieve this.

Effective Planning will:

- Provide opportunities for pupils to revisit previous knowledge and skills and explain how they will be built on with lessons.
- Be planned for daily with opportunities for independent and guided sessions.
- Have Assessment for Learning opportunities which will impact upon your next lesson.
- Clear skills focus for each session in child friendly language so pupils can access it.
- Clear success criteria written in child friendly language and shared with the children.
- Include interactive teaching strategies to ensure there is 'less teacher talk and more child talk'.
- Teacher input to be identified in sufficient detail. Identify questions that will be asked.
- In Foundation Subjects, teachers will work collaboratively to plan lessons that have challenge and support.
- Verbal assessment opportunities to be planned into sessions to review teaching points and move the learning on based on feedback during the lesson.
- The activities pupils will be completing must show clear scaffolding for all pupils, where teacher modelling provided to aid progression of skills or knowledge acquisition.
- Assessment weeks for core subjects are planned to provide opportunities for formative assessment and data collected is reviewed to ensure consistency across the school as well as shared with parents at key points throughout the academic year (e.g. parent evenings, end of year reports.)
- Traffic light self-assessment at the end of a lesson where children are able to reflect on the progress they have made during the lesson in relation to the skill they were practising and knowledge they were gaining.

Marking

Effective Marking will:

- Relate to the learning objective.
- Have parts highlighted to make explicit where the children have met the learning objective.
- Provide next steps with explicit comments on how children can improve their work, this may be given as verbal feedback.
- Show evidence of progress.
- Show opportunities for self or peer assessment.
- Give individual next steps to children.
- Be legible for the children and will be marked in accordance with the school's presentation policy.
- Teachers' comments will be made in green pen.
- Give children an opportunity to respond to marking and edit their work. This will be done in a purple pen.

Monitoring

The aims and objectives outlined in this policy are evident in the day to day working of the school.

This will be monitored through:

- Classroom observations, drop ins and learning walks.
- Book scrutiny, pupil voice and staff voice
- Planning scrutiny
- The progress of the School Improvement Plan.
- External Inspection.
- Herts Improvement Partner and Teaching and Learning Advisors support.
- Whole school data including attainment and progress.
- Communication with children, parents and the rest of the school community
- Staff professional reviews in line with the Performance Management Policy.

Enriching the Curriculum

As well as providing high quality lessons within the usual teaching and learning environment, every effort is made to enrich the curriculum and augment the learning experiences of the children through other experiences. Therefore enhancing the children's learning experiences and their personal development. These include:

- Educational visits
- Special Topic Weeks/Days – e.g. World Book Day
- Subject Specific enrichment weeks – e.g. Science Week
- Topic based learning
- School performances
- Outdoor learning
- Specialist visitors
- Extra curricular clubs (e.g. Sports Club, Drama Club, Cheerleading Club, Choir, etc)

Roles and Responsibilities

The role of governors

Our governors determine, support, monitor and review the school policies on teaching and learning, in particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school;
- ensure that staff development and performance management policies promote good quality teaching and learning;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head teacher's report to governors.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with Homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work;
- holding parents' evenings which provide an opportunity to discuss progress children are making;

- holding parent workshops/meetings to support parents in different aspects of their child's learning.

We would like parents to:

- ensure that their child has the best attendance and punctuality record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit (as applicable);
- ensure they read with their child regularly and in accordance to the school's Homework Policy;
- ensure that their child is supported with homework activities which consolidate learning;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general.

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