



<i>Sandlings Teaching and Learning</i>	
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Reviewed by	Staff and Governors
Policy for Website	

AIMS OF THE POLICY

This policy has been created by and agreed upon by the teaching staff and Governing Body. As a school, we are committed to our vision statement –

*Unique and Nurturing
Where Everyone Belongs and Thrives*

At Sandlings Primary School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with all policies referred to.

AIMS AND PRINCIPLES OF TEACHING AND LEARNING

At Sandlings Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of Teaching and Learning

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which Has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities For all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self -esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn and work both independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;

- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Successful learning happens when pupils:

- are happy, healthy and alert – receptive and positive;
- are interested and involved – learning is relevant and stimulating;
- purpose of a task is understood – they understand why they are doing it;
- feel secure – in terms of environment, relationships and learning;
- feel valued – teachers and other adults care about their development as learners;
- have opportunities to explore and take risks;
- are actively involved, making choices and taking responsibility in their learning;
- receive positive feedback and praise for achievements;
- learning environment is well-organised and resources are easily accessed;
- tasks are differentiated, matched to the child;
- learning is built on existing knowledge and experience – clearly defined small steps;
- have opportunities to talk about their work, reflecting, discussing and sharing ideas;
- they have clearly defined targets which they can successfully achieve e.g. appropriate time scale.

Successful teaching:

- takes account of children’s prior learning and must ensure continuity and progression and depth of learning
- shows a clear understanding of subject knowledge and setting objectives;
- has high expectations – there is optimism about, and high expectation of success;
- is well planned – there is differentiation with methods and organisation strategies which match curricular objectives and needs of all pupils;
- is interactive – pupil’s contributions are encouraged, expected, extended;
- is characterised by high quality oral work;
- is well paced – there is a sense of urgency, driven by the need to make progress and succeed;
- is well informed – by assessment outcomes.

Planning

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff and governors.

At Sandlings, we have recognised the needs of all pupils, but particularly the children from military families, to develop a sense of belonging and especially understanding the locality of the school. We have, therefore, used both of these criteria to underpin all planning, themed weeks, trips and planned visitors.

Sandling’s Drivers are:

- Engaging learners through real life contexts
- Understanding ourselves as successful learners
- Creativity

We are committed to following the Programmes of Study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff in conjunction with the Chris Quigley Essentials Curriculum which is carefully balanced to ensure full coverage of the National Curriculum, Personal Development and learning opportunities and the Suffolk RE curriculum. We follow a themed approach to learning and in the main subjects are taught discreetly. Art, Re, DT, History, Geography are taught in blocked units over a two /three consecutive weeks. Regular staff meetings

are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

The Whole School Long Term Curriculum Plan is referred to ensuring continuity, progression and coverage.

All plans are submitted weekly on the schools server and weekly plans for English, Mathematics and foundation subjects are in classrooms at the beginning of each week. Plans are based upon previous assessment data, pupil need and subject expectation.

Life Skills

At Sandlings Primary School we are committed to raising standards of basic skills such as the ability to read, write AND speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum. We are also committed to providing children with personal skills for life as well as supporting them in their own wellbeing. As such, every week each child learns through a carefully planned life skills afternoon where they use literacy, mathematical and scientific skills as well as practical skills in real situations such as cooking, gardening, sewing, philosophy, PSHE, first aid and Yoga.

Subject Leaders

Individual Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organization of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Some subjects are led collaboratively by staff under the leadership of the head teacher.

Teachers ensure breadth and balance to the curriculum and endeavor to make use of cross-curricular opportunities to enhance learning.

Learning Environment and Resources

The learning environment at Sandlings has been carefully developed with reference to the classrooms of Reggio Emilia where the environment is seen as the third teacher. The classrooms aim to provide children with a calm, attractive place to learn and develop and have neutral storage and display backing so that children's work becomes the primary focus. Each classroom will have photographs, artworks, live plants, flowers, and different sources of lighting. Resources are organized in baskets and are easily accessible to pupils to encourage creativity at all times. Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access. They will be managed in such a way as to facilitate different styles of learning and independence.

Opportunities will be planned for:

- whole class teaching;
- guided work;
- one to one teaching;
- collaborative learning in pairs or groups;
- independent learning;
- outsidelearning.

Classroom support is available in the form of learning support assistants. Learning Support Assistants are used to deliver interventions and pre-teach and support children at the discretion of the Class Teacher. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits.

Learning Behaviours

Excellence is celebrated for both work produced and individual successes in attitudes to learning.

Sustained effort, including drafting, reworking and responding to feedback, is encouraged to enhance standards and to develop effective characteristics of learning. All children have a Learning behaviour stamp book in which learning traits such as trying new things, working hard, supporting each other or pushing ourselves are rewarded. Children are encouraged to think about which learning behaviour they have successfully used and completion of stamp books leads to certificates in a celebration assembly.

Each child has work displayed during the school year. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.

Differentiation

At Sandlings we do not have static ability groups as we believe each child has no threshold of success. This is evident in our mastery curriculum. As a unit begins we envisage all children (except SEND) to be grappling with same concepts and as week progresses there will be need for differentiation.

Differentiating activities are labelled on planning as: - SEND, Basic, Advanced, and Deep (in line with Chris Quigley curriculum and assessment).

Children are sometimes set tasks using our DUO system of differentiation. Children choose tasks according to whether they need more practice “Do It” or are confident to apply learning “Use It” or to challenge themselves by delving deeper into the task “Own It”

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- pace;
- content;.
- task;
- relevance;
- resources;
- extension;
- questioning;
- outcome;
- teacher/adult support.

Tasks will be tailored to individual needs and objectives will be detailed in weekly planning as will reference to any Individual Support Plans where appropriate.

Extra support is given in the classroom from Learning Support Assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Objectives

For each unit of work teachers produce a unit objective sheet to share with children so that they can see the whole picture of what they will be learning during the course of study. The objective sheets are also used as an assessment tool for teachers and self-assessment for children.

Homework

Homework is considered to be a valuable element of the learning process. (See Homework Policy)

At Sandlings School, we encourage parents to work with their children at home each week and we believe it provides the children with an opportunity to reflect on their learning and to develop their independent thinking skills. Children are expected to take pride in their work and keep their homework neat in line with the presentation policy. (See Homework Policy)

Marking, Feedback and Assessment

Marking is most effective and has the greatest impact when linked to learning objectives and success criteria and specifically focuses feedback on success and areas for improvement.

We aim to ensure that there is consistency of approach throughout the school and for children to see feedback as a positive tool for improving their learning in line with a “growth” mind-set.

(See Marking and Feedback policy)

Monitoring and Evaluation

Pupils’ work will be monitored and moderated regularly by the subject leaders, the Headteacher and Senior Leadership team. 6 week reviews are held with all members of the teaching staff in the form of Pupil Progress Meetings which include

discussions around the impact of the interventions that are used. Leaders will also monitor children's books and observe each Class Teacher in a specified curriculum area. The Performance Management cycle informs learning and teaching. (See Performance Management Policy).

Teaching Strategies and Styles

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. These will include:

- provision of an integrated curriculum;
- teacher observation;
- discussion and questioning (open and closed as appropriate);
- previewing and reviewing work;
- modeling;
- interactive teaching;
- listening;
- mind mapping;
- providing opportunities for reflection by pupils;
- demonstrating high expectations;
- providing opportunities for repetition/reinforcement;
- providing encouragement, positive reinforcement and praise;
- making judgements and responding to individual need;
- intervening, as appropriate, in the learning process in order to encourage development;
- providing all children with opportunities for success;
- using a range of communication strategies – verbal, visual, physical, aural;

At Sandlings Primary School the use of visits and visitors based in the local area to enrich the curriculum is highly valued and these are used throughout the school to widen children's experiences and support learning across a range of subject areas.

Children take an active role in their own learning. Thus:

- investigative work is used;
- children are encouraged to communicate findings in a variety of ways and ask questions;
- opportunities are provided for children to become involved in decision making and to take responsibility, along with staff, for their own learning.

At Sandlings Primary School we recognise the importance of key skills. Opportunities will be made available across the curriculum to develop:

- application of number;
- communication;
- computing skills
- problem solving;
- working with others;
- improving own learning and performance.

The Role of Our 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 allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment by looking at curriculum plans, data, looking at pupils work, collecting parental views and the views of the pupils.
- Ensure staff development and performance management policies promote raising attainment and progress.
- Monitor the effectiveness of the school's teaching and learning policy through the school self review processes. This includes the headteacher's report to governors as well as allocated governors to areas of the curriculum who work with subject leaders to review action plans and develop subject reports.