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# Teaching and Learning Policy

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## Statement of intent

Our promise is to inspire everyone to flourish together by living life in all its fullness like God's rainbow. We aim to ensure that all pupils, regardless of ability, special educational needs (SEN) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

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.
- Provide a unified focus for monitoring learning and classroom practice.
- 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.
- Establish targets for improvement.
- Enhance the professional development of staff.



## 1. Roles and responsibilities

### 1.1. The role of governors

Governors will receive reports from the headteacher and curriculum coordinators and act upon areas identified as requiring improvement.

The governing board will meet regularly to monitor progress against targets.

Governors will visit the school to increase their knowledge of classroom activity. When visiting, governors will:

- Observe lessons.
- View samples of pupils' work.
- Talk to pupils about their experiences.
- Talk to teachers about their experiences.
- Report their findings to the entire governing body.

### 1.2. The role of the senior leadership team

The headteacher will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaise with parents to ensure needs are being met.
- Carry out focussed classroom-based observations.
- Review and comment on planning.
- Discuss all annual reports with staff.
- Complete a self-evaluation.
- Report on the quality of teaching and learning in the governors' report.
- Act as a role model for teaching staff.

### 1.3. The role of the subject leaders

Subject Leaders will:

- Develop and review curriculum policies and schemes of work in collaboration with colleagues.
- Provide support for colleagues
- Take accountability for the progress of children in their given subject.



- Report on the effectiveness of the curriculum to the senior leadership team and the governing body.
- Provide professional advice to the governors.

#### 1.4. The role of teachers

Teachers will:

- Teach according to the non-negotiables set out for our schools
- Support and challenge pupils to achieve their best.
- Provide high quality, dynamic and stimulating lessons.
- Provide high levels of interaction for all pupils.
- Provide regular and meaningful home learning.
- Support pupils to be ready to learn
- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills.
- Encourage and support.
- Provide high quality feedback (See Marking and Feedback Policy).
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice.
- Develop a range of teaching and learning styles to create an exciting and creative learning culture.
- Listen to pupils' views and be open to their opinions.
- Evaluate and reflect on their practice.

#### 1.5. The role of pupils

Pupils are expected to:

- Participate fully in lessons
- Be ready to learn
- Strive for continual improvement
- Support each other (and their teacher) so that all learn effectively
- Take an active part in learning within and beyond the classroom
- Take pride in developing and applying their literacy and numeracy skills across the curriculum
- Be enthusiastic, resilient and responsible in learning and improving skills
- Respond positively to feedback and improve their work as a result of effective feedback



- Rise to challenges, working collaboratively and supportively.

## External monitoring

- A named North Yorkshire County Council School Improvement Advisor will work on an annual cycle to monitor teaching performance.
- The school improvement advisor will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the headteacher and representative governor.
- The school improvement advisor will undertake lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

## 2. Self-evaluation

### 2.1. Discussion with senior leaders

Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are judgements based on the interpretation and evaluation of data and evidence?
- Are strengths and weaknesses in teaching and management identified?
- What strategies do teaching assistants employ to support learning?
- Do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?



## 2.2. Discussion with pupils

The following questions may be discussed with pupils to assess the quality of teaching at the school:

- Do you know what you need to do to improve?
- What subjects do you know your next steps for?
- How do you know your next steps? How often do you work on them?
- How do you know when you have achieved your next steps?
- Who helps you to achieve your next steps? What sort of things do they do?
- Do your parents know your next steps? How do they know?
- What happens if you can't achieve your next steps?
- How does having next steps help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- What do you think about your maths/English homework? What do you think the school could do to make maths more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

## 3. Learning environment

### 3.1. Setting the tone

The teacher will set the tone for the lesson by being well prepared, showing an eagerness to teach.

### 3.2. Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent.

### 3.3. The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are changed regularly and support current learning. Tables should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. Drinking water should be available throughout the day.

(see non-negotiables in display policy)



## 4. Our philosophy

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

To encourage all pupils to contribute to lessons, teachers:

- May choose to adopt a no 'hands-up' rule, where all pupils are expected to contribute.
- Allow sufficient thinking time between questions to allow pupils to consider their responses.
- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

We reward and recognise achievement in the following ways:

- Teachers praise more than criticise, using formal and informal approaches
- The school formally rewards pupil in the following ways:
  - Using individual class reward systems
  - Notifying the pupil's parents
  - praising the pupil
  - Inviting the pupil to see the headteacher
  - Achievement assemblies
  - Awarding team points
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.

(see Behaviour policy)



To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

## 5. Teaching strategies

### 5.1. The curriculum

Reception classes follow the Early Years Foundation Stage (EYFS) profile. Years 1-6 follow the national curriculum. Programmes of study are adapted to fit mixed age classes.

The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

### 5.2. Planning and preparation

Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next. In addition, lesson plans clearly show how teaching assistants are used to enhance learning. Each plan contains a list of resources to be used during the lesson. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the STPCD.

- All teachers should plan lessons that allow all pupils to progress in their learning (See non-negotiables for Teaching and Learning document).
- Learning Outcomes should be evident and clear to the pupils.
- Progressive Success Criteria must be made explicit to all pupils.
- Success Criteria should include a challenge aspect for rapid progress for More Able pupils.



- A variety of learning activities should be planned, taking into account the individual needs of the pupils.
- The use of resources, including ICT, must be carefully planned to enhance learning.
- A variety of active questioning techniques should be used and, where possible questions should be pre-planned and open questions should be commonplace.
- All teachers should have an in-depth knowledge and understanding of the scheme of work / assessment/subject specification they are teaching.
- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning.

### **5.3. Delivery**

Lessons are delivered in a confident, lively style with good projection. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

### **5.4. Resources**

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles.

### **5.5. In-class support**

Teaching assistants are actively involved in the lesson to aid pupils' learning. They may be involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with special educational needs and academically more able pupils). In some circumstances, teaching assistants are utilised on a one-to-one basis with a child in need of additional help.

### **5.6. Pupil involvement**

Pupils are provided opportunities to follow-up teachers' marking and questions. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective and success criteria of each lesson is explained at the start and displayed throughout.

### **5.7. High expectations**

The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

### **5.8. Special educational needs and disabilities (SEND)**

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Children causing concern are discussed at staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling



all teachers to be aware of pupils requiring support. In addition, the school has adopted policies and procedures for assisting our pupils with SEND.

## 6. Assessment

### 6.1. Baseline assessment

Pupils joining the school will receive a baseline assessment when they start.

Strategies for baseline assessment include:

- Use of past published tests. (Rising Stars)
- Assessing pupil progress over the first six weeks that they are enrolled.
- On entry to Reception baseline assessment will be completed in the first three weeks and Tapestry is used to inform parents of progress against EYFS outcomes throughout the year.

### 6.2. Formative assessment (assessment for learning)

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning. It is not used to judge a teacher's performance.



Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

### 6.3. Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's attainment.
- Are used to judge as one dimension of a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

Methods of summative assessment include:

- External examinations such as the national curriculum tests.
- Published tests – Rising Stars

## 7. Early Years Foundation Stage

### 7.1. Observations

These are short, spontaneous 'capture the moment' observations. Teachers and early years practitioners (EYPs) document what the child has done. These are then annotated with the appropriate band and filed into the pupil's individual learning journal. Observations are used to provide evidence to assess and complete the EYFS Profile, and termly judgements are made using this information.

### 7.2. Children's books

**literacy – number – electronic learning journey in all other areas**



Each of these highlights key achievements for the children. They include photos, pieces of work and observations. They provide key evidence in support of the profile points, which creates a record of attainment for each child.

### 7.3. Focus activity

During focussed activities, teaching staff use the school's marking scheme. Children are encouraged to discuss their work and next steps are also discussed with the children in child friendly terms.

All of the information collated over the year provides the evidence base for the Early Learning Goals at the end of Reception.

## 8. Key stage 1 and 2

Teachers use assessment for learning to provide on-going assessment, through the use of focussed marking and/or observations of children's work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set the next step for each child.

Annotated plans and planning notes, made by class teachers and other adults involved with each child, record other important information about the progress of children in the class.

Termly tests and teacher assessment are used to identify progress and gaps in learning.

Termly pupil progress reviews are used to identify and analyse progress in reading, writing and maths for classes and cohorts.

Pupils receive regular and timely verbal feedback on their progress.

### 8.1. Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.

Teachers use focussed marking to assess children's progress in relation to the planned learning objectives, and set the next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.



## 8.2. Assessment methods/materials

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to contribute to overall teacher assessments.

## 8.3. Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in their learning.

We provide an end-of-year written report which includes the results of statutory tests and assessments, and gives information relating to progress and attainment.

We give parents the opportunity to discuss their child's progress, by appointment.

## 8.4. Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in groups both internally and externally to analyse children's work against national curriculum or EYFS requirements. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

# 9. Individual learning

## 9.1. Personal Learning Plans (PLPs)

Passports are available for pupils who are not progressing as expected, to allow pupils, parents and teachers to contribute to their success.

Passports are reviewed at least termly to ensure that they are still effective.

## 9.2. EHC plans

Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an education, health and care (EHC) plan will be sought.



EHC plans include special educational provision, health provision and social care provision. More information can be found in the school's special educational needs and disabilities policies.

## 10. Monitoring and reporting

This policy will be reviewed annually by the governing board.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school.