



Errington Primary School
Teaching and Learning Policy
September 2021
To be reviewed September 2023

This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Claire English/Allan Fishpool

Governors/Trustees:

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? **no**

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? **no**

At Errington Primary School, we aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We recognise the importance of making learning meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. Our Teaching and Learning policy is at the heart of all we are doing at Errington Primary School. It sets out clear expectations, provides a consistent approach, can be easily monitored and ensures equal opportunity for all our pupils.

Purpose

We believe that people learn best in different ways. At our school we provide an enriched, varied and vibrant learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- meet the needs of all learning styles i.e. visual, auditory and kinesthetic styles
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all 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 this community;
- help children grow into reliable, independent and positive citizens for the 21st century

Our understanding

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account learning styles and ensure wherever possible that there is a Visual, Auditory and Kinesthetic element to each of our lessons.

Effective learning results in:-

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learned
- Applying it to other situations
- Teaching it to someone else
- Feeling good about yourself

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the

school curriculum plan to guide our teaching and experiences. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed.

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan
- A clear learning objective shared with the children both visually and auditory
- A clear link to previous and future learning
- A clear outcome to be achieved at the end of the lesson
- Clear steps to success discussed, explained and used to support learning
- A review of the learning at the end of the lesson
- Appropriate challenge for all children to develop progress
- Teacher modeling through effective use of 'teacher talk' time
- Be appropriately and readily resourced
- Quality questioning to move children forward
- Quality Interaction between teacher and pupil and pupil and pupil
- Pace
- Enthusiasm
- Fun, memorable and enthused delivery, content and outcome
- Involvement of all the children
- Excellent behaviour management
- Opportunities for independent learning and enriched provision and areas of learning
- Elements of visual, auditory and kinesthetic learning
- Follow up feedback and response through effective, interactive marking

Our responsibilities

We will ensure that our curriculum is engaging, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Errington Primary School outstanding.

Our approach to effective teaching and learning

- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We set targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child termly and set revised targets, focus on individual plans and intervention. Children have targets in their books and these are displayed on the classroom walls for reference by the class teacher and children.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching. Teachers plan, using a medium term overview and a short term weekly planning sheet.
- Our teachers and support staff make a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to behaviour and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for

sanctions as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.

- We ensure that all tasks and activities that the children do are safe and risk assessed.
- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom resources.
- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We support our staff at all times in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- We teach daily phonics through Read write Inc.
- Children sometimes work in small intervention groups outside the classroom with an adult to support specific learning and targets.
- We share the learning with parents through our weekly newsletters and update the school website with photographs and news about school activity and learning.
- Pupil Voice in our school is very strong and we have a very active School Council who are regularly consulted on school choices and decisions.

Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are attractive learning environments. Each classroom has well ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. Books corners are stocked with books from the school library and these are changed regularly.

We aim for our learning environment to:

- be welcoming
- be challenging and stimulating
- be peaceful and calm
- be happy and organised;
- be well resourced and clearly labeled
- makes learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- provide for a working atmosphere
- support the development of independent learners.

Our learning environments are organised and areas of provision developed to ensure that the children have the opportunity to learn in different ways. These include:

- investigation and problem solving
- research and finding out

- group work
- paired work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- visits to places of educational interest
- creative activities
- watching television and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- designing and making things
- Participation in athletic or physical activity.

All our classrooms have a designated '**Working Walls**' for English and maths which supports the children's learning on a day to day basis. This wall includes the learning objective, working examples of sentence structure, maths operations and is added to daily as memory points for children and adults alike.

Achievement

We take every opportunity to celebrate achievement through

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls, praise postcards home
- Certificates and rewards

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 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
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self review processes. These include reports from subject leaders, the headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

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 home a half termly knowledge mat at the start of each topic so that children and parents can tell us what they already know and what they would like to find out and how

- holding Learning Review evenings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum. Open afternoons, parents' consultation evening and sharing assemblies are offered each half term for each year group, to invite parents to work with children in school.

- sharing termly target sheets with parents, sending out an End of Year Report 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 believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit, School clothing
- 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
- fulfill the requirements set out in our Home School Agreement.

The quality of teaching and learning will be evaluated by the rate of progress made by the children of all abilities.

The evidence base will be provided by:

- Observations
- Pupil Progress Data
- Discussions with children about their learning
- Scrutiny of children's work