



St Thomas á Becket CE (Aided) Primary School

Teaching & Learning Policy

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Policy published	
Next review date	FGB free to determine - 2018
Approved by	FGB
May be delegated to committee, individual governor or Head teacher	
Policy linked with:	

At St Thomas a' Becket C of E (Aided) Primary School we encourage all to develop a love of learning and a sense of wonder by providing a happy, stimulating, Christian environment, where all individuals feel valued.

Our way forward is to:

- maintain high expectations.
- recognise the importance of literacy and numeracy and academic achievement and progress generally.
- value the continued involvement and support of parents and governors.
- continue and actively encourage involvement in the nursery, the church, our local community and the wider environment.
- use the skills and expertise of others to enrich the children's learning during school
- embrace and keep abreast of modern technology.

Aims and Objectives:

This teaching and learning policy underpins all that we do, ensuring consistency and high standards. We aim to provide a Christian, caring, supportive and stimulating environment with high quality teaching and learning through which to foster:

- A high level of literacy and numeracy and an enquiring mind which wants to learn.

- Independent pupils who are confident, flexible and able to cooperate with others.
- Conscientious young citizens who are tolerant and respect others' values.
- Pride in achievement and a desire to succeed.
- Effective links between the school, home, church, the local and wider community.
- Equality of opportunity for all.
- Support viable opportunities for extended learning.

This policy will:

- Provide a clear understanding of good teaching and learning across the school.
- Provide guidance for high expectations in teaching and high standards in learning as children move through the school.
- Offer support for pupils and teachers to enhance the quality of teaching, planning and learning.
- Be a tool for self-evaluation and evaluation of teaching.
- Provide a focus for Continuing Professional Development (CPD), support and training.
- Identify clear responsibilities to manage teaching and learning.

1 - PLANNING

Teachers will:

- a) Use the skills grid and curriculum plans as a basis for their lesson plans.
- b) Use agreed formats for planning.
- c) Plan and prepare using clear learning objectives/intentions.
- d) Discuss and share planning where appropriate.
- e) Select resources to meet the needs of mixed year groups and abilities in the class.
- f) Provide a stimulating, well organised and safe environment.
- g) Use a variety of teaching strategies to ensure all children are engaged.
- h) Differentiate effectively so that tasks are matched to ability.

2 - TEACHING

Teachers will:

- a) Tell the children clearly what they will be learning, the expected quality of the work and the timeframe for completion.
- b) Teach actively, engaging with the children throughout the lesson.
- c) Explain tasks and develop understanding by using clear, structured language.
- d) Use a range of questioning techniques to probe and prompt children to give full answers and be able to extend their thinking.
- e) Work at a good pace to maximise the teaching time available.
- f) Have clear and high expectations of work and behaviour.
- g) Use pupil work to model potential achievement and expectation.

- h) Differentiate for the cohort in their class; considering the abilities and behaviours involved.
- i) Use a variety of groupings to suit the purpose of the lesson.
- j) Review the learning objective at the end of the lesson.
- k) Maximise the learning potential in the class by managing any other adults or support staff.
- l) Set regular homework and ensure that the children know it is marked and valued.
- m) Organise the classroom efficiently, manage it efficiently and model good practise.
- n) Ensure pupils receive consistent input on handwriting conforming to school guidelines on presentation.
- o) Aim to make all marking to be clear and purposeful for either the child or the teacher depending on the learning objective.

3 – ASSESSMENT

Teachers will:

- a) Assess and monitor the learning of individual children in their class.
- b) Record this information on the agreed tracking documents.
- c) Use assessment to set appropriate targets in numeracy and literacy appropriate to the unit of work.
- d) Provide opportunities for children to take ownership and responsibility over their own learning.
- e) Give regular feedback to individual children.
- f) Use information in assessment to plan future learning.
- g) Reflect on the quality of lessons taught and use this to improve where lessons have been unsuccessful.
- h) Report to parents three times a year through two parent evenings and one written report.

Teachers will ensure support staff will:

- be involved in the planning process either through discussion or written communication.
- know learning intentions and planned outcomes for a taught unit of work.
- be able to adapt plans according to the need of pupils being taught.
- keep records of the children they work with in order to discuss pupil progress with the class teacher.
- be able to generate resources to help their pupils access planned work.
- work flexibly across the school where appropriate.
- be involved in the pastoral care of the children.
- have time to reflect and evaluate.

4 - MARKING

The purpose of marking:

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work, so that the child can recognise their difficulties and mistakes and/or see what they need to do to improve their work.

Types of marking

- Oral feedback is a recognised and valued way of marking. Marked with 'VF' in a circle.
- Teacher marking is in green. Ticks where work is correct, crosses where mistakes are made and work will not be marked again.
- A circle where the pupil needs to correct an answer which can then be ticked to show work was revised.
- Written or oral comments: A negative comment should be supported by a constructive statement on how to improve
- Children may, where appropriate, self-mark, or use a response partner to identify success against the learning objective. The teacher will always review this marking. Children edit their work using a purple polishing pen.
- An 'A' within a circle indicates an action point which the child's individual target to work on.
- A 'T' within a circle shows supported by teacher.
- 'TA' within a circle shows supported by TA.
- 'PA' with a circle shows work has been peer assessed.
- Between one and three ✓'s will be used as a quick way to feed back to the pupil how well they have achieved the learning objective or intention.
- KS 2 pupils will initial comments once they have read them.

Frequency of marking

- Marking may take place during the lesson, allowing for immediate feedback
- Most work will be marked before the next session of that subject. Marking may take place on completion of a long-term project/topic. Children will be informed in advance if this is the case

4 – LEARNING

Pupils will:

- a) Have the expectation that they will be engaged in work during lesson time.
- b) Know what is expected of them.
- c) Be able to explain what they have to do.
- d) Be suitably challenged and make a brisk start to their work.
- e) Work at a good pace.
- f) Work with a degree of independence irrespective of ability.

- g) Use learnt skills appropriately.
- h) Be able to enter into a discussion about their own work with adults and other children.
- i) Show progress in their learning.
- j) Co-operate and communicate well.
- k) Behave well and learn to relate to others.
- l) Remain on task whilst working.
- m) Produce good quality work that they can be proud of.
- n) Learn how to be flexible by working with different groups and individuals.
- o) Develop self-improvement and editing skills, using these as a matter of course at KS 2.
- p) Complete homework to a set standard within given time frameworks.
- q) Have equal access to the curriculum regardless of gender, ability, beliefs and race.

5 – LEADERSHIP AND MANAGEMENT

The staff will:

- a) Focus on high pupil attainment and progress.
- b) Commit to staff development to raise pupil attainment.
- c) Monitor quality of teaching regularly and systematically.
- d) Use the data gained from monitoring to inform strategies for school improvement.
- e) Promote the process of positive self-evaluation and reflection.
- f) Ensure resources are available to support good learning.
- g) Celebrate success in school.

The school commits to lifelong learning and aims to offer learning opportunities for staff and other adults in the church and wider community.

The attached additional appendices expand and support the statements in this policy.

These will be amended in response to staff development and meetings.

Appendix 1

Planning

a) Use curriculum plans as a basis for their lesson plans:

- Use the national curriculum as a basis for planning.
- ICT will be integral to all curriculum areas and skills will be taught through specific timetabled lessons
- The current term's plans are kept in the Planning File on Staff Share
- the class planning file will contain;
 - long term overview
 - medium term plans
 - medium term
 - weekly numeracy and literacy plans

b) Use agreed formats for planning

- The medium term planning grid identifies curriculum content/activities
- Weekly plans identify differentiated learning objectives
- Detailed lesson plans are the responsibility of individual class teachers

c) Plan and prepare using clear learning objectives/intentions

We believe that planning underpins good teaching and directly impacts upon the quality of the learning in the classroom. Teachers will use agreed formats and basic planning on agreed schemes.

Long term planning will:

- Identify the overview of the taught curriculum in the form of a grid
- Follow agreed rolling programmes in KS1 and KS2
- Identify opportunities for visits and activities to broaden horizons
- Be flexible to take advantage of current events or areas of interest

Medium term planning will:

- Provide an overview of subject areas to be covered
- Identify specific science coverage per half term
- Show the broad learning focus for a specific area

Short term planning will:

- Be reviewed termly for future reference
- Identify clear learning outcomes
- Be informed by ongoing teacher and TA assessments
- Provide opportunities for active learning
- Use a range of teaching styles to meet the learning styles in the classroom

- Provide opportunities to work independently
- Use creative and imaginative ways to engage children
- Ensure resources needed for the lesson are accessible

Appendix 2

Classroom organisation:

- Should ensure that there is enough space for children to sit on the carpet with minimal disruption. Ideally children should have a clear view of the white board or flip chart.
- Tables and chairs should be arranged to best meet the needs of the current activity.
- No more than 2 children sit at a table for writing activities.
- Each child shall have a clearly labelled tray unit.

Displays:

- Each class will display relevant class rules and the “10 Golden Guidelines”
- Display groupings- Maths: using shape names with the more sides the higher the learning objective. (Circles, triangles, squares [Class 2] pentagons, hexagons, octagons [Class 3]. Literacy and topic group names may vary
- All classes should display relevant and appropriate support i.e. a number line, 100 square, dictionaries and thesaurus
- On a daily basis the classroom will display the date written in words and numerically, objective for lesson in progress
- Children’s displayed work will be relevant, provide opportunities for all children’s work to be displayed, celebrate success
- Displays will be used to support learning in the class
- Displays will reflect the range of the curriculum and value children’s contributions

Equipment:

- Tray units will be situated to facilitate easy access.
- Trays will be clearly labelled.
- Each child should have a book bag to keep a reading book and reading record and homework.
- Scissors, pencil sharpeners, rubbers and coloured pencils will be easy for children to access independently.
- Other resources easily accessible are scissors, line guides, A4 paper, rough paper, square paper, A3 paper, coloured paper.

Safety in the classroom:

- Teachers will ensure the classroom is a safe place.
- Furniture will be well spaced to provide safe and easily accessible pathways.
- Resources will be stored with safety in mind and within easy reach.
- Children are taught to function in a safe and responsible manner in all activities.
- Teachers will have read and implemented the appropriate health and safety documents related to all curriculum areas.
- Fire procedures are displayed in all classrooms.

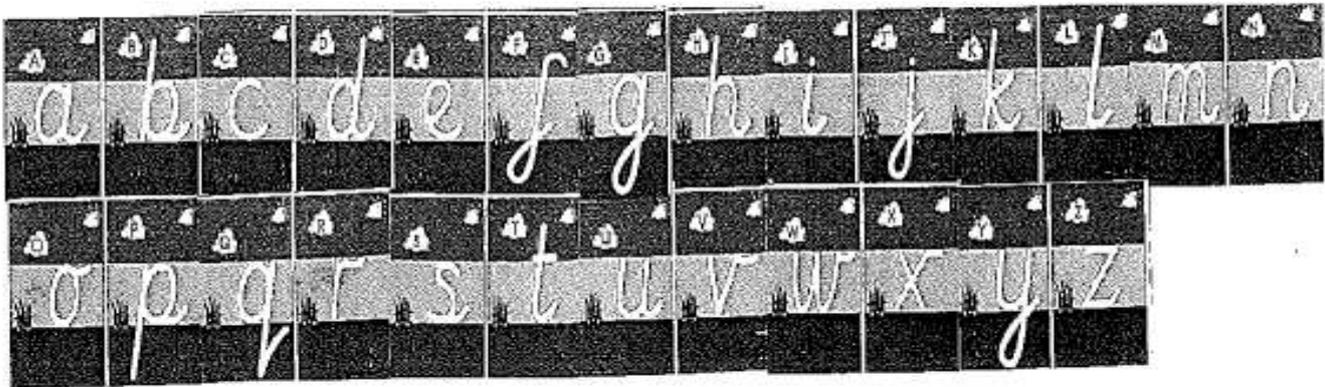
Appendix 3 Presentation and handwriting

Ensuring pupils receive consistent input on handwriting conforming to school guidelines on presentation

- Handwriting skills will be taught discretely a minimum of three times a week and in accordance with the New National Curriculum (2014).
- Letter formation is taught as agreed (see below).
- Correct pencil grip and sitting position will be taught and reinforced (see National Curriculum guidelines) with support aids given to pupils as necessary.
- Joined handwriting will be taught from Year 2, with those who are ready being taught from Year 1 (assuming the letter formation is correct with the correct orientation and correct size in relation to other letters).
- Pupils are taught which letters, when adjacent, are best left unjoined.
- During Key Stage 2 pupils will receive a pen licence and will subsequently use pen for all recording, unless in maths or recording data in science.
- During Year 5 and 6 pupils will have the opportunity to achieve a fountain pen licence when they have developed a fluent and consistent style.
- Left handed pupils should receive specific teaching to meet their needs.
- The date, learning objective and/or title will be blocked at the left hand margin with lines left between
- In Chough and Kestrel Classes a ruler will be used for underlining the learning objective and/or title
- Crossing out is done by a single line through a word or ruler if a phrase.
- Editing to be done in purple polishing pen
- Head Teacher or Star of the Week awards to be presented for children with consistently good presentation or showing a marked improvement.

Agreed letter formation

(based on resources available at www.teachhandwriting.co.uk)



Signed:

Position: