

# Ropsley C of E Primary School

## Teaching and Learning Policy



Adopted	Signed	Review	Equality Impact Assessment
Jan 2018	Ann Cook	Jan 2019	Yes
Jan 2019	Ann Cook	Jan 2020	Yes

# Teaching and Learning Policy

## **Introduction**

At Ropsley C of E Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we aim to equip children with the skills, knowledge, and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **Aims**

To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment.

## **Planning the curriculum**

A long-term plan has been drawn up by staff to cover each teaching base. This plan works alongside the New Primary Framework to provide a full coverage of subjects and has been planned to facilitate a creative curriculum. These plans are produced by the staff teaching in each classroom with advice from subject leaders. They show which topics will be taught, when and how.

Detailed medium-term plans are produced by class teachers to enable them to deliver what is in the long-term plan. Medium term plans will include differentiation, showing how the less able children will be developed and how the abler will be challenged. Medium term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

## **Quality of Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

Critical thinking is a crucial skill for living life. That's why teaching critical thinking skills is a necessity for our pupils. Teachers actively seek ways to integrate it into their classrooms.

We do this through:

- Investigation and problem solving
- Research and finding out

- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer
- Fieldwork and 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
- Digital media

### **Assessment for Learning**

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for a closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

#### ***Assessment for Learning:***

- Focuses on how children learn
- Is central to classroom practice
- Is a key professional skill
- Promotes self-esteem
- Affects learner motivation
- Helps learners know how to improve
- Encourages self-assessment

### **Quality of Teaching**

- Teachers should:
- Seek to inspire pupils
- Challenge pupils and have high expectations
- Plan to use a variety of teaching methods which take into account different learning styles
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Follow the school policy with regard to discipline and classroom management
- Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning
- Assess pupils for both summative purposes ( to measure how well they have achieved) and on a formative basis to inform future planning.

### **Structure of lessons:**

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson

- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it, activities will vary to respond to children's different ways of learning
- Usually, each lesson will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Marking will follow our Feedback and Marking Policy.

### **Classroom environment**

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that the children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as working walls relating to Literacy and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high-quality work from the children.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school we obtain permission from parents and complete a risk assessment.

We conduct all our teaching in an atmosphere of trust and respect for all.

### **The evaluation of practice**

Every teacher is expected to reflect on their own performance and to actively develop their own skills. The school supports this through:

Formal observations, which are carried out by the Headteacher; other Headteachers from within our Collaboration, and our SLT.

Working within a strong collaboration of schools and encouraging teachers to attend moderation, visit other schools to share good practice, attend cluster meetings and participate in peer reviews.

Governors also have a monitoring and evaluation timetable that allows them to hold the school to account. They visit each classroom termly and report back at Full Governing Body Meetings.

The Governing Body has agreed on the Pay Policy and the Performance Management Policy. Annual reviews for teachers take place when targets will be reviewed and new ones set.

Three targets (one based on pupil performance, one on a common school issue and one for individual professional development) are set each year for all teachers out of their NQT year.

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium-term plans are providing the coherence, progression, continuity, and depth necessary. This will be shared with our Governing Body and an agreed action plan created.

Parents' Evenings are held at least twice a year, and annual reports are written each summer to inform parents of their child's progress. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.