



**Believe  
to Achieve**

## **Teaching and Learning Policy**

Date: June 2018

Review Due: July 2019

Reviewed Annually  
Written by Kathryn Harvey

## Introduction

At Kates Hill Primary School we believe in the concept of lifelong learning and an experience that is rewarding, challenging, enjoyable and is accessible to everyone. Teaching and Learning at Kates Hill intends to promote consistency, high expectations and to raise standards and achievement. It is designed to develop inquisitive, resilient learners that are prepared for an ever changing society.

Good quality first teaching means effective learning and this is what we should be striving for in every lesson. Good teaching and learning should be seen as an entitlement and expectation. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

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. It sets out clear expectations, provides a standard uniform approach, can be easily evaluated and ensures equal opportunity for all our pupils.

## Aims and Objectives

**We expect every teacher to deliver good or outstanding lessons - no child deserves less.**

By adopting a whole school approach to teaching and learning across the school we aim:

- To provide consistency of teaching and learning
- To enable teachers to teach as effectively as possible through support and CPD
- To give children the skills they need to be lifelong learners
- To provide an inclusive education for all
- To learn from each other through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared

At our school, we provide both high quality teaching and a rich and varied learning environment which allow children to develop their skills and abilities and to achieve their full potential. The children are also encouraged:

- To become confident, resourceful, enquiring and independent learners;
- To develop their self-esteem and help them build positive relationships with other people;
- To develop both the children's self-respect and ability 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 independent and positive citizens
- To be resilient and reflective learners who know that it is fine to make mistakes.

## Effective Learning

We recognise that children learn in many different ways, and when planning for learning we ensure wherever possible that there is a Visual, Auditory and Kinaesthetic element to each of our lessons.

Effective learning results in children:-

- Knowing they have succeeded
- Feeling they can do more
- Explaining what they have learnt
- Applying their learning to other situations
- Being able to teach it to someone else
- Feeling good about themselves

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 Teaching

It is every teacher's responsibility to develop, improve and facilitate rapid progress for each child. Effective learning only comes about from effective teaching. As it is the expectation of the school, the Governing Body and LLMAT expect that all lessons are good or better, teachers are actively encouraged to develop their practice to ensure maximum learning for their classes. For effective teaching to take place, there are a number of 'common classroom practices' that we feel need to be followed.

### Common Classroom Practices

- Have an exciting, enthusiastic approach to learning which will help inspire, motivate and engage children.
- Plan effectively, linking learning to children's prior skills, knowledge and understanding
- Demonstrates secure subject knowledge and a reflective practice.
- Incorporate pupils voice / likes into planning and teaching.
- Be prepared – have resources and the learning environment ready.
- Ensure the learning environment is safe and all safety issues in lessons are resolved
- A hook at the beginning of a lesson to fully engage pupils.
- Give clear focus through explicit learning intentions (WALT) and success criteria.
- Set challenging but achievable expectations for all children.
- Clear differentiation included to enable all pupils to access learning and foster the involvement of all children.
- Deploy positive behaviour management strategies to motivate and encourage children to respond appropriately and help create a focused climate for learning.
- Include modelling so learning expectations are clear.
- Use high quality questioning to challenge, surprise and deepen learning.
- Positive interactions and communication between teacher and child, child and child and evidence of cooperative learning.

- Gauge pace, speed, challenge appropriately.
- Create opportunities for self-evaluation and reflection, built in throughout the session.
- Use consistent teaching and feedback approaches in-line with whole school policies and procedures (Marking and Assessment policy) to enhance learning.
- Use of ICT to engage, develop, extend and share learning.
- AfL present in all aspects of the lesson.
- Utilising varied and flexible teaching styles, dependent on the task and the individual needs of the learner. (Visual-Auditory-Kinaesthetic)
- Learning environment used to extend the curriculum.
- Active learning including learning outside, learning from experts and the use of education visits.
- Update data using 'Integris' to have a clear understanding of children's progress.
- Be accountable for your own CPD and be prepared to try new approaches.
- Always be prepared to amend and adapt practice when necessary.
- High expectations of work, behaviour and attitude

## Learning Environment

The surroundings in which children learn can greatly influence their academic performance. At Kates Hill we believe that the environment should be an extension of the curriculum and sets the climate for learning and enables all children to access that curriculum.

Across our school, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use and be proud of. They should:

- Be welcoming, inviting and interesting
- Be interactive, stimulating and inspiring - high quality displays throughout the school to extend learning opportunities.
- Celebrate learning
- Be rich in literacy print and number
- Reflect our values and our community
- Be age appropriate
- Encourage independence and experimentation
- Support collaboration and independent learning
- Be safe and secure
- Be kept tidy and organised so resources are easily accessible to all
- Include areas that invite children to read and enjoy books

## Progress

Rapid progress in learning is central to our ethos, as is 100% achievement and all pupils are expected to make progress. We base our teaching on our knowledge of the children's level of attainment and differentiate tasks accordingly to provide challenge for each child's level of ability and so ensure progress is made in each lesson. When planning work for children with Additional Educational Needs, we give due regard to information provided by outside agencies. We have high expectations of all children, and we aim for their work at this school to be of the highest possible standard.

We set targets for the children in each academic year and we share these targets with both children and their parents. We review the progress of each child half termly and Raising Attainment Meetings are used to discuss with senior leadership team members, the progress of individuals and the whole class.

Recognising the importance of efficient use of staff to foster pupil progress, we deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups of pupils. Interventions and adaptations are made to support pupils who are at risk of not making expected progress and those exceeding expectations.

## Evaluation of Teaching and Learning

Evaluating the quality of teaching will form part of an ongoing cycle which incorporates our CPD programme. Reviewing and evaluating classroom practice across the school will take place in the following ways:

- SLT conduct formal lesson observations, feedback and target setting sessions. Observations are also led by The Leadership Team where joint observations help to validate judgements.
- Evaluation of planning and marking as outlined in the strategic yearly plan.
- Learning walks to take place by The Leadership Team as outlined in the strategic yearly plan.
- Mini learning walks take place at any time of the year to support reviews, obtaining information for RAP, ascertain effectiveness of key stage / whole school CPD
- Each subject leader monitors Teaching and Learning so they can evaluate impact, set new targets, make alterations to curriculum plans. Subject leader plans feed into the Whole School Improvement Plan.
- Learning Hub discussions / Peer Support/Coaching
- Phase meetings and support
- Pupil Voice
- Evidence of work, progress and data in Raising Attainment Meetings. Findings will filter in to our whole school Provision Map.

All of this information is used to make a school judgement on the Quality of Teaching at Kates Hill and to help with professional development and targets to raise standards across the school.

Governors will be presented with key findings of all evaluations that take place in school, as well as actions points for future development.

As a school we will seek to improve learning via:

- Peer support, observation of practice at all levels
- Sharing of good practice within school and across LLMAT schools (formal and informal)
- Pupil Voice
- Meetings and INSET (School and LLMAT)
- Coaching, mentoring and induction
- Professional Standards and Appraisal
- Phase evaluation and planning
- Lesson observations and Learning Walks
- Line management and leadership at all levels

Ratified by the Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_