# Learning and Teaching Policy
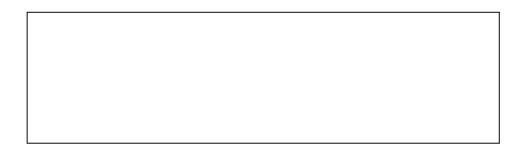
Date Policy renewed……September 2019

Date of next renewal……September 2022

**Statement of intent**

'To prepare our young pupils to be the adults that they are to become, by encouraging them to reach their full potential academically through high quality teaching of a curriculum including life skills.'

Within our schools, our 'skills for life' vision is at the heart of everything we do and our recipe guides all learning to prepare our children for life in Modern Britain. The skills within our recipe (respect, excellence, cooperation, independence, perseverance and enjoyment) are essential to ensure that children are prepared for life beyond their schooling and the world of work.

The children focus on an aspect of the recipe which leads them to explore a key character skill that employers are currently seeking: communication, collaboration, critical thinking, creativity, problem-solving and emotional-intelligence. At the end of each term, they are then given the opportunity to help others in the community and work with local businesses to put the skills they have gained into practise.

The above skills are then supported by an ambitious curriculum which is embedded into each Trust school to ensure that a cross-curricular approach to learning is adopted. This approach is inclusive to ensure that academic excellence and high aspirations are an expectation of all students. The application of academic skills, which are guided by the national curriculum, will ensure a high quality provision can be taught.

This policy provides procedures aimed towards ensuring high quality learning and teaching throughout the school.
It aims to:

- Embed an agreed range of good practice across the school and the Trust.
- Ensure consistency throughout the school and across the Primaries within the Trust.
- Inform staff of the school's expectations.
- Provide a unified focus for supporting and developing learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving an ambitious 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. Legal framework

   1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

   - Equality Act 2010

   - DfE (2018) 'Primary school accountability in 2018'

   - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

   - STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'

   - STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'

   - STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'

   - DfE (2017) 'Statutory framework for the early years foundation stage'

   - DfE (2019) 'Assessment framework: Reception Baseline Assessment'

   - DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

   1.2. This policy operates in conjunction with the following school policies:

   - SEND Policy

   - Feedback Policy

   - Behaviour Policy

2. **Roles and responsibilities***

    2.1.    The local governing board is responsible for:

- Ensuring reports are provided by the headteacher, curriculum lead and Subject Leaders and that action is taken where areas are identified as requiring improvement.

- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
  - Informal walk arounds of the classrooms
  - Viewing samples of pupils' work
  - Viewing records of achievement
  - Talking to pupils about their experiences
  - Talking to teachers about their experiences
  - Reporting their findings to the entire governing board

    2.2.    The Head of Primary Education is responsible for:

- Providing inspirational, strategic and professional leadership.

- The continuous improvement of educational standards.

- The effective use of resources across the Trust.

- Overseeing recruitment.

- Providing leadership in building relationships with external stakeholders that will enable the development of the Trust.

- Holding headteachers to account for the achievement and well-being of pupils and the opportunities offered to them.

    2.3.    The SLT, including the Headteacher, is responsible for:

- The outcomes within the schools

- The effective promotion and implementation of the agreed Skills for Life Values and Principles

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.

- Liaising with parents to ensure needs are being met.

- Carrying out focussed classroom-based drop-ins/observations.

- Where appropriate, viewing and commenting on planning, including on termly targets.

- Discussing all annual reports with staff.

- Completing a self-evaluation of the school's quality of teaching.

- Reporting on the quality of learning and teaching in the governors' report.

- Acting as role models for teaching staff.

- Identifying subjects and/or Year groups where specialist teaching would raise standards.

- Taking action where practice is not meeting the relevant standards.

2.4.   Curriculum/Hub Leaders are responsible for:

- Developing and reviewing Subject specific policies and schemes of work in collaboration with colleagues.

- Holding Subject Leaders to account for the progress of pupils in their given subject.

- Reporting on the effectiveness of the curriculum to the SLT and the governing board.

2.5.   Teaching staff are responsible for:

- Monitoring and evaluating their teaching.

- Seeking professional dialogue and constructive criticism from their head of department.

- Reviewing and evaluating their planning regularly.

- Setting appropriate and challenging targets for pupils based on ability.

- Collaborating with colleagues to moderate pupil achievement.

- Involving parents and other professionals in the monitoring process.

- Completing an annual review assessing the progress of their pupils.

*This is not a substantive list of responsibilities and individuals should refer to their job descriptions for clarity around their specific roles and responsibilities.

3. **Self-evaluation**

   3.1. All the Primary Schools within the Skills for Life Trust use the Angel Solution software, Perspective, as their Self Evaluation tool and this is constantly kept up to date.

   3.2. Discussions with senior leaders could include:

   - 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 TAs 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?

4. Learning environment

**Setting the tone**

4.1. The teacher will set the tone for the learning environment by having high expectations including having a well prepared, organised and stimulating environment. This includes following expectations for displays and specific areas within the classroom, such as book corners etc.

**Seating arrangements**

4.2. 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.

**The classroom**

4.3. It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a relevant basis and geared towards aiding learning, not providing distraction. Desks 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. All pupils are encouraged to drink water during lessons.

**5.** Our philosophy

5.1. Through our teaching philosophy, pupils are encouraged to:

- Follow the RECIPE values
- 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.

5.2. To encourage all pupils to contribute to lessons, teachers:

- Ensure pupils raise their hands before speaking to allow all pupils the chance to contribute without being interrupted.
- 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.

5.3. The teacher will manage disruptive behaviour by:

- Following the school behaviour policy
- 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 specific circumstances, calling for support from another member of staff.

5.4. 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 positive role models for all pupils.

- 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.

**6.** Teaching strategies

**The curriculum**

6.1. Nursery and Reception classes follow the EYFS profile. Years 1-6 follow the national curriculum.

6.2. 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.

6.3. While teaching the national curriculum, wider aspects of learning, including the Skills for Life values, also form a significant part of pupils' education.

**Planning and preparation**

6.4. Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for.

6.5. Lessons have clearly identified Learning Objectives/Intentions and success criteria, showing progression from one lesson to the next.

6.6. Consideration for how teaching assistants are used to enhance learning.

6.7. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

**Delivery**

6.8. Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

**Resources**

6.9. 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. Resources are shared between teachers, year groups and where possible other Trust schools in order to facilitate good practice by uploading presentations/activities to Sharepoint.

**In-class support**

6.10. TAs are actively involved in the lesson to aid pupils' learning. They are 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 SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

**Pupil involvement**

6.11. Pupils are provided opportunities to follow-up teachers' feedback. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The Learning Objective/Intention of each lesson is explained at the start and displayed throughout.

**High expectations**

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

**SEND**

6.13. Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed in a timely manner with the school's SENCo and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

**Homework**

6.14. Within our Trust schools we recognise the importance of engaging with parents to ensure their children read regularly at home.

6.15. We also see the importance of pupils practicing the basic skills for English and Maths and use online 'apps' to engage the pupil, using Accelerated Reader, Sumdog, Maths Whizz, Timetable Rock Stars etc. A record is kept of pupils' interaction with these apps outside of school.

**7.** Assessment

**Baseline assessment**

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

7.2.    Strategies for baseline assessment include:

- Use of relevant PiXL tests.

- Assessing pupil progress over the first six weeks that they are enrolled.

7.3.    Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

**Formative assessment (assessment for learning)**

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

7.5.    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.

7.6.    Formative assessments are used to:

- Identify pupils' 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 pupil'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.

7.7.    Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

7.8.    Formative assessment is not included as part of a pupil's final grade.

**Summative assessment (assessment of learning)**

7.9.    As a Trust we have adopted PiXL tests as our Summative Assessment

7.10.   Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.

- Informing both parents and teachers of a pupil's attainment and progress.

7.11.   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 final grade.

    Are used to monitor the progress of individuals and groups of pupils.

7.12.   Data Management:

- Data from PiXL tests will be uploaded to SIMs

- The Trust Data Manager will produce analysis reports in a timely manner for all year groups

**Reporting**

7.13.   Reporting to parents 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.

7.14.   We provide opportunities for two-parent consultation evenings, so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report.

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

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

7.17. We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths

- Average 'scaled scores' in reading and maths

- Percentage of pupils who achieved the expected standard or above in reading, writing and maths

- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

7.18. We will provide a link to our performance tables on our school website.

7.19. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

**KS1**

7.20. Reports for pupils at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.

- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

- Comparative information about the attainment of pupils of the same age in the school.

- Comparative information about the attainment in the core subjects of pupils of the same age nationally.

**KS2**

7.21. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.

- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

- Comparative information about the attainment of pupils of the same age in the school.

**Moderation**

7.22.   Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups, including across the Trust, to analyse pupils' 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.