



Water Street

Community Primary School

TEACHING AND LEARNING POLICY

Date Adopted: March 2015

Next Review: March 2018

Reviewed by **The Teaching & Learning Committee**

Status: Statutory

At Water Street Primary School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. We continually strive to improve the quality of our teaching. Our classroom practice is designed with an understanding of how children learn best at its heart.

KEY PRINCIPLES

At Water Street we believe children learn best when:

- Teaching and learning activities enthuse, engage and motivate all children to learn and their curiosity and enthusiasm for learning is nurtured.
- Learning activities are well planned, ensuring progress in the short, medium and long term.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is stimulating and appropriately organised, the atmosphere is purposeful and all children feel safe.
- There are strong links between home and school. The importance of the parent school partnership in each child's learning is recognised, valued and developed.

KEY PRINCIPLE:

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when their curiosity and enthusiasm for learning is nurtured.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Creative teaching and creative learning, taking into account different styles of learning.
- Teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children.
- Learning activities which enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more, enhancing their resilience.
- A pace of learning that is optimised for progress and high quality outcomes.
- Children's home learning being valued.
- Children learning independently.
- Children collaborating on projects.
- Children enjoying their learning.

STAFF WILL ENSURE THAT:

- Well judged and effective teaching strategies successfully engage pupils in their learning.
- They use their experience, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across all subjects and areas of learning.
- Well framed questions, knowledgeable responses and use of discussion, promotes deeper learning.
- Teachers will ensure an appropriate balance between exposition and learning activity occur.
- Appropriate home learning is planned to nurture children's enthusiasm and curiosity and develop their understanding in areas under study.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Learning and learning outcomes both within school and at home, are celebrated regularly in public forums such as assemblies, newsletters, display boards and website.

KEY PRINCIPLE:

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Effective teaching and focused learning activities with clear objectives and outcomes.
- A clear understanding by the children of the method and purpose of activities in which they engage.
- Progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour).

STAFF WILL ENSURE THAT:

- Teachers will ensure work is planned, both termly and weekly – medium term plans are uploaded into the staffroom community on DB Primary using the agreed Water Street planning format. Short term (weekly/daily) plans are always available in the classroom and shared with teaching assistants. – Please see the 'Water Street Planning Process' on DB Primary for full details.
- Medium and short term plans adhere to the progression of skills and distribution of knowledge as defined in the Water Street Long Term Curriculum Map.
- Planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting all children's moral, social and cultural development.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- There is a long term curriculum map that is broad and balanced
- Where there are agreed schemes of work in place, these are adhered to all and are detailed in subject specific curriculum policies.
- Subject specific policies are in place.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, Lesson Observations, Planning Scrutiny, Book Looks, Pupil Voice etc.

KEY PRINCIPLE:

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning.
- Children who are motivated to learn through differentiated learning activities that build upon their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best.
- Children with additional learning needs receiving support at the time and level that is required to optimise their learning and independence.
- Pupils supporting one another alongside peer assessment.
- Independent learning, where children use assessment information, personal targets and classroom prompts to direct their own learning activity.

STAFF WILL ENSURE THAT:

- The pace and depth of learning is maximised as a result of the monitoring of learning lessons and any consequent actions in response to pupils' feedback.
- Marking is frequent and regular, adhering to Water Street Marking Policy, providing pupils with very clear guidance on how learning outcomes can be improved.
- They have high expectations for all children and plan, resource and direct differentiated learning activities that give support and issue challenge for all.
- Agreed assessment records are kept.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- The Assessment Policy is in place and ensures consistency of practice.
- There is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings, which informs organisation of intervention.
- There is a SENCo to support staff, children and parents in their teaching and learning, providing advice where necessary.

KEY PRINCIPLE:

Children learn best when the learning environment is stimulating and appropriately organised, the atmosphere is purposeful and all children feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- An atmosphere of mutual respect between adults and children
- Children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice based bullying related to SEND, academic ability, sexual orientation, gender, race, religion or disability.
- Children's developing self-esteem – with all children feeling valued and secure.
- Children taking risks in their learning, and learning from their mistakes!
- Children's learning outcomes displayed around the classroom and school for others to admire, value and appreciate.
- Organisation of classroom routines and resources to optimise learning.

STAFF WILL ENSURE THAT:

- Employ positive strategies for managing children's behaviour that helps pupils understand the school's expectations.
- Good behaviour is modelled by staff at all times in their interaction with children and other adults, with conflict dealt with in a calm and fair manner.
- Children will be encouraged in their learning and will be praised both in the classroom and assemblies.
- Any criticism will be constructive and children's self-esteem will always be maintained.

IMPLICATIONS FOR THE WHOLE SCHOOL

- A clear behaviour policy is in place and all adults working in school have a complete understanding of its content so that it is applied fairly and consistently across the whole school.
- High expectations of behaviour, including children's attendance and punctuality at school, are communicated to and shared by all parents and staff.
- Safeguarding procedures are in place and adhered to.

KEY PRINCIPLE:

Children learn best when there are strong links between home and school. The importance of the parent school partnership in each child's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children's home learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school.

STAFF WILL ENSURE THAT:

- Useful feedback about their child's learning is given regularly to parents, both informally, when appropriate, and formally, through termly parent teacher meetings and an annual written report.
- Parents know how to support their child's learning at home or in school - teachers send home weekly curriculum outlines.
- Staff are approachable and available to parents (by appointment if necessary).
- Information about class trips, events and other relevant topics are communicated efficiently to parents via text, letter or email.
- Parents are encouraged to be involved in school life.
- Plan appropriate home learning activities to develop children's understanding and curiosity of topics covered in class.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Ensure parents are informed about all aspects of school life and relevant topics through regular newsletters, text messages, weekly curriculum updates, DB Primary and school website.
- Organise curriculum information evenings and 'Come and See' sessions and 'Open Classrooms'.