

## **LOUDWATER COMBINED SCHOOL**

### **Teaching and Learning Policy**

*“Loudwater Combined School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Please refer to our Safeguarding Policy.”*

**This policy should be read with reference to:**

- Behaviour & Discipline Policy
- The School Plan
- Inclusion Policy
- Curriculum Policy
- Marking and Feedback Policy
- Individual Subject Policies

### **Introduction**

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. The Teaching and Learning Policy will contribute to, and reflect, the overall school aims. It encompasses the curriculum to which children at Loudwater Combined School are entitled. At this 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. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **What does good learning look like?**

- An active process which involves activity rather than passively receiving – a meaning making process.
- Making connections with existing knowledge.
- A collaborative process enriched by co-operation and dialogue.
- A process which involves a period of reflection.
- Progress is the measure of learning.
- Learning is a measure of output, the input is teaching.

Learning can be identified over a range of time scales. It is evidenced by progress. This could be progress during a lesson, over a unit of work or over a longer period of time by looking at children's work. Progress is also measured by teacher assessment, yearly assessments and with end of key stage assessments.

Successful learners move forward academically, socially or emotionally. They are able to transfer the skills they have learned to new situations. Confident learners are resilient and are prepared to take risks. Ultimately we want children to become independent learners. At Loudwater School we develop our learners' skills through the use of Building Learning Power. This focuses on developing the 4Rs: resilience, resourcefulness, reciprocity and reflectiveness which support children in developing effective learning behaviours.

### **We aim to:**

- To raise standards of achievement in all aspects of pupil development through the school. (Please see the School Plan for details of our current foci)
- To develop each child's desire to achieve.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.

- To develop a child's self confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.
- To promote independence.

#### **We believe:**

- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children should be encouraged to develop enquiring minds.
- Children should be encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

#### **Ethos**

At Loudwater Combined School we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from sporting bodies.

#### **Environment**

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning. (please see appendix 1 for current information)

This is achieved by:

- Creating defined areas in classrooms and keeping the classrooms tidy.
- Organising environments which set an example for children.
- Developing outdoor learning environments.
- Creating opportunities for learning to continue at break times.
- Providing opportunities for children to learn in other environments, for example museums.
- Creating classroom environments that embody a range of displays that are bright, stimulating and promote learning.

- Providing drinking water, promoting nutritious lunches and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health.

## **Classroom Management**

All staff make a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to pupil behaviour, discipline and rewards.

We acknowledge that well managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established daily routines and ways of working e.g. register, lining up, tidying away and wet playtimes.
- Children are given a sense of responsibility.
- Resources are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

## **Pupil Management**

All adults take responsibility for maintaining standards of behaviour for **all** children in the school community.

All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall and in the playground e.g. assembly time, on the playground and moving around the school.

The school standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

## **Effective Teaching and Learning**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Provision Maps. We have high expectations of all children, and we believe that their work should be of the highest possible standard. This includes ensuring that able, gifted and talented pupils are appropriately challenged and enrichment activities or programmes are provided.

We plan our lessons using learning objectives from the National Curriculum / Early Learning Goals and the International Primary Curriculum. Medium term plans are being developed to support this. Intended learning outcomes are communicated clearly and in an age appropriate way, to children of all ages so that they know what the teacher is looking for and why.

The appropriate medium term plans for Literacy and Numeracy are written so that where appropriate, cross curricular links are made to meet the learning needs of the class, including foundation stage children.

Through our planning we offer opportunities for children to learn in different ways. These include:

- Speaking and listening , including drama
- investigation and problem solving
- research and finding out
- group work
- paired 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 DVDs and responding to music
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity;
- through visitors.

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

Visual

Auditory / orally

Kinaesthetically

Therefore, we endeavour to take account of these different learning styles when planning and teaching.

We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an invaluable guidance on how well children are doing and what they need to do in order to improve.

We set academic, and where necessary, behaviour targets for children in each academic year and we share these targets with children and their parents. We review the progress of each child regularly and set revised targets half termly. We recognise that targets may be ambitious and not merely forecasts based on where a child is. Every child is made aware of their target and how they can improve.

See appendices 2 and 3 for more details

Review

The policy will be reviewed in line with the Governors' Policy review schedule.

Approved by Admission & Curriculum Committee – November 2009

Reviewed January 2011

Last review January 2015

## Appendix 1

### Classrooms

There needs to be consistency in the type of displays and information for the children in classrooms:

- Punctuation pyramid
- VCOP information
- Wall (area) of Wow words
- Building Learning Power display
- Maths display showing key vocabulary needed for particular topic
- Class rules – once these have been negotiated with children
- Non-negotiables. (Y2 upwards)
- What children need to do to achieve a pen licence. (KS 2)
- Anti-bullying charter
- Info about Listening Ears
- House points list
- Timetable – there should also be a visual timetable.

Classrooms must be kept tidy, including the teachers desk.

Resources should be stored in appropriate areas, according to the storage available in your classroom. These should be clearly labelled so that children can independently access resources.

Planning should be in blue folders, with appropriately divided sections; most recent planning first. These should be handed to the headteacher on a Friday afternoon and the next week's planning emailed over the weekend

Class inclusion folders also need to be kept up to date. These should include provision maps and any relevant SEND information and timetables..

## Appendix 2

### Planning

A teacher's planning folder should contain all the planning for the current term.

A copy of planning should be kept in the shared resources area of the network.

Maths and literacy planning should be in the current format.

Literacy planning should have elements of reading, spelling, comprehension and grammar on a weekly basis. There should also be separate planning for phonics/spelling, guided reading and other guided literacy activities.

Maths planning should contain a range of opportunities for children to learn and practice basic number skills and improve recall. There should also be planning for guided maths activities.

Foundation subjects should be planned on a weekly basis but within the context of the cross curricular topic or link.

Planning folders should be organised as follows, with subject dividers:

First section:

Timetable, Curriculum map, Medium term planning, Seating plans for different subjects which include levels/stages, Venn diagrams, Awards list, Quality marking timetable.

Subsequent sections:

- This week's planning
- Previous week's planning
- Past weeks' planning

Teaching assistants should also have their own planning folder.

This should follow the same format as the teachers folder, although will probably only contain Maths and Literacy planning. It should also contain relevant provision maps and a timetable to show when the TA works with particular children on programmes or other support activities and record sheets.

### Non-negotiables

This is to ensure that there is consistency in the way we are asking children to present their work.

#### From Y2

- All children must use joined hand writing in all of their work, if this is not so work needs to be completed again. Exceptions need to be made for SEN children.
- Children may write in pen (Ballpoint or ink) if they have a pen licence or pencil if not.
- All diagrams, tables or graphs should be completed in pencil and ruler where appropriate.
- All work must be dated, and named if on a loose sheet.
- All titles and dates must be underlined with a ruler.
- The short date should be the one generally used in all work.
- All sentences must begin with a capital letter and end with a full stop.
- If children are marking their own or each other's work, they may use a coloured pencil to do so, but not thick felt tip or similar pen.

## Appendix 3

We have agreed the following:

### Guided group work.

- This will happen with the focus groups in literacy and maths at least three times a week.
- Work with the focus group should be carefully planned to ensure that it can develop the understanding of the group through carefully targeted questioning and tasks.
- Generally guided group work will happen every day in literacy and maths. On the days when the class teacher is not working with the focus group work should be undertaken with other children from the class to work on closing gaps which have been identified as being common amongst a group of pupils. These children may be drawn from a range of groups the children normally work on.

### Assessing Pupil Progress

- We will be recording the judgements we make Target Tracker. These records are in the areas of Maths, Speaking and listening, Reading, Writing and Science.
- During the academic year 2014-15 we will be moving from recording attainment as levels to using age expected stages and steps. At the end of the autumn term this will be for reading, at the end of the spring term for writing and at the end of the summer term for maths.

### Pupil Progress Meetings (PPMs)

- These will take place half termly for all teachers. Target Tracker should be updated prior to the meeting
- They are an opportunity to celebrate progress and share concerns with regard to all children, although more time may be spent discussing the progress of the focus group.
- Evidence for teacher assessment will be examined; this may include books, assessments and APP records. It may also involve observing or talking to the children.
- If children have not made accelerated progress from their inclusion in the focus group the reasons for this will be explored.

### Pupil Tracking

- Target Tracker is used to record this information

### Weekly objective overview sheets for literacy and maths

- These are the grids taken from weekly planning.
- There should be three different levels of objectives based on Must, Should and Could.



- They are to be discussed with the children at the start of the week, stuck into books and referred to throughout the week, at least at the beginning and end of each lesson.
- They must have two additional columns to enable the children to record their self evaluation and for the teacher to record their view of the child's progress during the lesson.
- Children may traffic light or use smiley faces to record their self evaluation.

#### End of unit targets

- These are stuck in the child's literacy and maths books and also their homework diary at the start of each unit.
- These targets are differentiated for the class based on the Must, Should and Could success criteria.
- It may be necessary for children to have several targets during the course of a maths unit of work; this is at the teacher's discretion.
- At the end of a unit the target should be revisited so that the child understands the progress they have made towards it or that they have achieved the target.

#### Marking

- Please also see the Feedback and Marking policy.
- Maths work must be marked daily and quality marked where appropriate.
- At least one piece of work in a literacy unit must be quality marked.
- Where appropriate children may mark their own or a partner's work, this should be developed in line with the policy.
- Teaching assistants should mark the work of their group when appropriate.

#### Maths unit overviews

- Sheets to use for this are available from Stuart.
- The prior learning section is to be used to check that children have the necessary skills to tackle the objectives in the unit.
- For each unit and each term, the objectives to be covered should be highlighted.
- There should be an indication of the week(s) in which objectives will be taught.
- The block overview must be shared with the children
- The overview is to be kept in planning folders

#### Sharing objectives and success criteria

- The objective must be displayed on the IWB or written on a whiteboard
- Children's attention should be drawn to the appropriate objective on the objective overview sheet at the start of the lesson
- Children self evaluate their progress at the end of each maths and literacy lesson.
- The teacher completes the final column on the sheet
- Children should be encouraged to talk about their learning with regard to the objective and success criteria.