

Lawnside Lower School

Teaching and Learning Policy



1 Introduction

1.1 An effective teaching and learning policy, which is consistently applied across the school, enables all young people to achieve within the classroom and the wider community. We believe that all young people, regardless of gender, ethnicity, religion or culture, can succeed by being given optimum learning experiences and an environment that inspires them to constantly improve on their personal best.

We believe in the concept of lifelong learning and regard the teaching and learning which takes place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we 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.

We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National Curriculum or the Framework for Literacy and Numeracy. Our lesson plans contain information about these objectives (which may differ for groups of different ability), the planned learning activities, the resources needed, and the way in which we will assess the children's learning. We evaluate all lessons, so that we can modify and improve our future teaching.

2 Aims and objectives

2.1 At our school, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities offering a variety of learning experiences to cater for different learning styles

2.2 Through our teaching and our learning environment, we aim to:

- raise standards of achievement and rates of progress in all aspects of pupil development through the school
- exemplify an expectation that children come to learn in an orderly and purposeful environment and atmosphere
- enable children to become confident, resourceful, enquiring and independent learners;
- nurture children's self-esteem, and help them to build positive relationships with other people
- equip children with the key knowledge, skills and understanding which they need for the next phase of their education, in order to maximise their life chances in modern Britain
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of 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 it;

3. Outstanding Teaching in Practice

3.1 We believe that Quality First Teaching is when a teacher:

- Shows excellent subject knowledge and builds on prior learning.
- Plans effectively, setting clear Learning objectives and success criteria that are shared effectively with children

- Uses a variety of teaching strategies to develop independent learning.
- Uses assessment to inform teaching, planning and to give a child's next steps in their learning either through marking and feedback or their half termly targets.
- Uses pace to challenge and inspire pupils.
- Shows effective management of pupil behaviour and use of praise, in line with our behaviour policy.
- Shows effective methods of meeting individual needs.

3.2 At times, we seek to create a conducive learning environment by playing music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention and make sure that the children have access to drinking water to ensure good levels of hydration.

3.3 Our classrooms are attractive learning environments. We change displays frequently, so that the classroom reflects the topics studied by the children and supports their new learning. We ensure that all children have the opportunity to display their best work. We also use 'working walls' and displays of work in progress in order to demonstrate effective learning strategies and to model good practice. These facilitate learning and therefore may not always appear pristine and exemplary. However, other displays also showcase the highest standards to ensure that all have an understanding of the high expectations of what children can achieve.

4. Effective Learning – Learning Approaches and Strategies

4.1 Children are engaged when they show:

- High levels of participation and engagement, which encourages a desire to learn.
- A willingness to show initiative and responsibility for their own learning.
- A willingness to both ask and answer questions with enthusiasm.
- Acquisition of new knowledge, skills and understanding.

4.2 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 verbal or written feedback provides invaluable guidance on how well children are doing and the next steps that are needed for them to improve. We ensure our feedback is meaningful, motivating and manageable.

4.3 We individually set academic targets for children in each academic year using Target Tracker. We share these targets with children and their parents. We review the progress of each child regularly, using measures of expected progress. We recognise that targets will be ambitious and not merely forecasts based on where a child is. Through high quality feedback, children are made aware of their strengths and next steps.

5. Monitoring Teaching and Learning – Impact on Standards

The monitoring of the quality of teaching, learning and progress is a key element in maximising pupil progress and attainment and to support teachers' pedagogical knowledge. The subsequent evaluation of the monitoring process is vital for informing action planning for pupil needs, staff development and sharing best practice.

We aim:

- To ensure the highest standards of teaching and learning
- To maximise pupil progress and attainment
- To inform staff development through target setting and action planning
- To share good practice and ensure performance management is effective

The monitoring process will consist of:

- Classroom observation followed by feedback and developmental planning, identifying CPD needs
- Regular scrutiny of children's books by the SLT and Subject Leaders with feedback and next steps to enhance children's progress.

- Monitoring of children’s assessment data on a termly basis.
- A personal performance review for Teachers and Teaching Assistants (see Performance Management Policy)
- A standardised proforma used for formal observations
- Feedback from drop ins throughout the year
- Training and staff development for those staff observing lessons
- Meetings / surveys with pupils across the school
- Staff and Governors to receive feedback from monitoring and the next steps being taken.

Classroom Observation

- The classroom practice of all teachers will be monitored by a member of the SLT or subject leader, by means of formal and informal observation e.g. Performance Management observation (formal) or learning walks (informal).
- Observations will be constructive, supportive and developmental and in line with guidelines from professional associations and Performance Management schedules
- Further observations may be requested by the teacher or monitor, but will fit in with the Performance Management schedule. No member of the qualified teaching staff will be formally observed for more than three hours, unless there are unique circumstances (Ofsted, capability issues). Verbal and written feedback must be given for formal observations as soon as is practical.
- Observations will have a focus decided by the SLT or the teacher. The focus will build on previous observations and evaluations.

Groups of Learners

At Lawnside we are aware of the importance of tracking and challenging groups of pupils. These groups include Special Educational Needs & Disability, HA+, Vulnerable, Looked After Children, Pupil Premium and English as an Additional Language. Teachers at Lawnside are made aware of pupils who may fall into the groups and how to best support the progress of these pupils. Each group’s attainment and progress, in comparison to their peers is measured, to ensure equal opportunities and high standards for all.

Support for teachers in improving classroom practice

- Thorough induction for both established teachers new to the school and newly qualified teachers.
- Observation of subject leaders or skilled teachers within subject areas
- Relevant external or in-house training (Staff CPD)
- Feedback through the Performance Management Cycle
- During Staff Meetings – focussed on Quality First Teaching
- Planning with year group partners / mentors

The Learning Environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide stimulating and supportive environments highly conducive to learning.

This is achieved by:

- Creating defined areas in classrooms (as is suited to best practice) and keeping the classrooms tidy.
- Organising environments which provide consistent and positive examples for children. Consistency regarding English, Maths, Topic, WOW Walls of good work and Values displays are expected.
- Creating classroom environments that embody a range of teaching, learning and celebratory displays that are bright, stimulating and interactive.
- Creating displays that extend children’s learning by posing questions to them.

5 The role of the headteacher and other senior leaders

- 5.1 The headteacher and other members of the senior leadership team are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:
- the formal performance management and appraisal of teachers, involving lesson observations
 - team teaching and working alongside teaching colleagues
 - leading lesson study activities, when teachers plan, observe and evaluate their children's learning together
 - talking to children about their learning in lessons
 - scrutinising pupil's work in their books
 - overseeing pupil assessment records

Teachers on the Upper Pay Scale also have the obligation to have sustained impact on the practice of other teachers by exemplification of consistently good or better teaching, coaching and supporting less experienced staff as necessary.

6 The role of governors

- 6.1 Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:
- support the use of appropriate teaching strategies by allocating resources effectively;
 - ensure that the school buildings and premises are used optimally to support teaching and learning;
 - check teaching methods in the light of health and safety regulations;
 - seek to ensure that our staff development and our performance management both promote good-quality teaching;
 - monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

7 The role of parents and carers

- 7.1 We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:
- holding parents' evenings to explain our school strategies for various aspects of the curriculum such as English, Maths, SATs etc.
 - sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school
 - sending parents and carers regular reports in which we explain the progress made by each child, and indicate how their child can improve further
 - explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with children
 - welcoming information from parents and carers about their children which may impact on their learning in school
 - tell us about their learning and achievements beyond the school gate
- 7.2 We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:
- to ensure that their child has the best attendance record possible
 - to ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit
 - to do their best to keep their child healthy and fit to attend school
 - to inform school if there are matters outside school that are likely to affect a child's learning or behaviour
 - to promote a positive attitude towards school and learning in general
 - to fulfil the requirements set out in the home-school agreement.

8 Monitoring and review

- 8.1 Staff and the governing body monitor the school's Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.

Version	Date	Author	Notes on revision(s)
1	March 2018	E. Ashcroft	New policy written for adoption.



Signed:

Head Teacher

Chair of Governors