



Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ

Name of Policy	Teaching and Learning Policy		
Last Reviewed	Sept 2015	Reviewed by	Whole Staff
Approved by		Owned by	Performance and Standards
Next review	Sept 2017		

Introduction

At Stanton St Quintin Primary School we believe that the interdependence of the teachers and learners is at the heart of effective learning and thus the academic success of our children. 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, attainment and engagement.

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. Encouraging 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.

The following policy encompasses our approach to teaching and learning, this should be read in conjunction with the school's Assessment, Recording and Reporting Policy.

Value, Beliefs and Principles for Learning

Value, Beliefs and Principles for Teaching

The Learning Environment

Our Curriculum

Monitoring and Evaluating



Value, Beliefs and Principles for Learning

Our understanding:

- People learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities
- Learning is a dynamic process, over a period of time, involving the stages of exploration, practice, mastery, application and evaluation
- People learn best when they are interested, self-motivated and confident
- Learning takes place best in a non-threatening high challenge situation.
- Mistakes and misconceptions are part of the learning process
- Early experiences, both pre and in school, have a fundamental and long-term effect on subsequent personal, social and educational development
- Learning involves all aspects of human development, spiritual, moral, physical, emotional, social and intellectual
- Learning requires the active involvement of the learner
- Relationships influence learning

At Stanton St Quintin Primary School we have introduced Learning Powers which positively reinforce the learning behaviours that encompass all learning.

- Pearl – **for respect and honesty**
- Diamond - **being responsible and independent for our learning and ourselves**
- Ruby – **supporting others**
- Emerald - **being courageous and sticking with it even when it gets tough**
- Sapphire – **keeping focussed**
- Amethyst – **co-operating well with a partner**
- Topaz – **working well in a big group**

The voice of our learners is paramount, as such school council, pupil questionnaires and pupil/class conferencing are an embedded practice of the school. Analysis of the questionnaires identifies individual teacher targets and feeds into our School Improvement Plan, Self Evaluation Form and Performance Management.

Effective learning results in:

Knowing you have succeeded

Feeling you can do more

Explaining what you have learned

Applying it to other situations

Teaching it to someone else

Feeling good about yourself

Achievement



We take every opportunity to celebrate achievement through

- verbal or written praise by teachers, peers, Head teacher and parents
- displays of work
- opportunities to perform or share
- positive comments to parents, notes, phone calls
- Certificates and rewards



Value, Beliefs and Principles for Teaching

Our understanding

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We will ensure that our curriculum is irresistible, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning at Stanton St Quintin Primary School outstanding.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster 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 reliable, independent and positive citizens for the 21st century

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed.

Teaching	What could it look like?
Range of open ended questioning	Asked by the teachers and children
High expectations by adults	Modelled behaviours and expectations of work. Children are treated with kindness, respect and equality.
Active learning	Children are active and not sat on the carpet for long periods of time. (children's age +/- 3 mins) Paired talk, children working not teachers talking: Fun, memorable and irresistible delivery, content and outcome. Excellent behaviour management and pupil engagement.
Embedded assessment for learning	Appropriate 'pit stops' to review current learning, not whole class. Self and peers review and challenge progress - what can you do now that you couldn't do earlier? Timely and effective adult intervention in support and challenge.
Effective use of adults	Strong partnership between adults: TAs are equals in partnership, knowledge, understanding of ARE
Variety of teaching style	One model doesn't fit all Not whole class teacher input, children don't need to sit on the carpet for the teacher input. Who is doing the work Learning meets the needs of all - a personalised



	approach.
Identifies context	A clear link to previous and future learning (why).
Engagement with learning	All children engaged, challenged and enthusiastic Creative and innovative approaches.
Pace and being well prepared	Equipment available, activities really reflect 'what' No wasted time within the lesson.
Effective questioning/review	Effective AfL* strategies that are used to take learning forward and inform future teaching. Teachers and children are continually making reference to 'how' and personal targets. Questioning extends understanding.
Effective feedback	Immediate oral feedback and/or written marked feedback - see marking and feedback policy.
Celebrate achievement	Gems, verbal and written feedback, Praise Assembly and Displays.

*AfL – Assessment for Learning



Our Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. Our learning environments are organised to ensure that the children have the opportunity to learn in different ways.

As part of our strong environmental ethos, outdoor learning is an integral part of our curriculum. Using the outdoor learning environment brings learning to life and improves an individual's ability to work co-operatively while offering the opportunities to take risks, make choices and initiate learning.

KS1 children apply their learnt skills in the woods on a weekly basis. This allows children to:

- regular opportunities to appreciate and enjoy their local woodlands.
- develop an understanding and respect for natural places.
- experience nature at first hand through a series of engaging and achievable tasks.

KS2 children also visit the woods whenever possible however space is limited. Therefore the school grounds are used more for the older children.

As part of continual school improvement the staff have agreed that an outstanding learning environment will:

Learning environment	What does it look like?
Have clarity and tidiness	Children can see the important and current key information at their eye level
Encourage independence and autonomy	Resources - concrete and visual, are easily accessible and children are encouraged to get something if they need it to help their learning. Drawers, peg or storage for personal belongings.
Be a healthy environment	Accessible to water, well ventilated and/or heated, appropriately lit.
Be safe environment - where children feel safe to make mistakes	Children's behaviour rules/sanctions, internet safety, learning powers, PSHE - feelings board, Calm Boxes.
Be a flexible working space.	Areas where all children can sit or be as a class comfortably. All children can move with ease and address the needs of children within the class.
Celebrate children's work on wall and be displayed on walls	Mounted, labelled, 3D, interactive.
Have images and resources that support targets	Targets, images, resources. Concrete number resources.
Include working walls	What, Why and How, next steps, the learning journey. A working area that represents that learning at



	that moment in time - not cluttered or confused
Display vocabulary to support learning	Key vocab lists.
Encourage opportunities for speaking and listening	Role Play/Communal Role Play, reading and book areas are planned and used. Equality for all children.
Use displays as evidence of the learning journey	Cross Curricular
Include opportunities to be reflective	Open ended questioning prompts.
Include general 'housekeeping' information.	Visual timetables, weekly timetable, topic web for annotating.
Effective use of ICT	Use of tablets, laptops/desktops, sound recorders, cameras to meet the needs of the children and effectively facilitate learning.
Display classroom routines	Visual, fair, consistent, clear. Agreed by the children and clearly understood.



Our Curriculum

The curriculum is all the planned activities that we organise at Stanton St Quintin Primary School in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experience of the children.

The Aims of our Curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the skills of English, maths and computing
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand British values
- to fulfil the requirements of the National Curriculum and the Agreed Syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and understand right from wrong
- to help children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Key Skills

The following skills have been deemed as 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

At Stanton, the school's curriculum helps children develop these skills through cross curricular opportunities for application. It is well recognised that National Curriculum progress is severely held back if children's basic literacy skills are below chronological age. Children with skill levels above their chronological age have a huge advantage throughout the curriculum. Therefore day-by-day effective teaching of reading and spelling is central to our role as teachers.

- Throughout the curriculum every opportunity to improve reading and spelling must be grabbed with both hands - not just in literacy lessons.
- Fluent, legible handwriting is "taught" rather than "caught" and needs to be reinforced in all lessons across the curriculum.
- In their lifetimes this generation of learners will type on the computer keyboard as much or more as they will write by hand. The children's ICT keyboard skills will only



develop if they are given sufficient time to practise by using ICT regularly across the curriculum, including in literacy lessons.

Organisation and Planning

The school has adopted the Dimensions curriculum planning model and resources as a starting point. This is a 2 year rolling programme to support our class structure of mixed aged classes in KS1 and Lower/Upper Key Stage 2. It also allows the school to continue with whole school foci and 'Big Bangs' that enrich our creative and cross curricular approach to learning.

Our curriculum planning is based on our knowledge of children's level of attainment and we have high expectations of all children. This is based on the Age Related Expectations defined in the National Curriculum. We take into account ability, prior attainment, progress and any additional educational needs.

Units of learning and lessons are planned for with a clear outcome and learning objective (what – the skills being developed) and we evaluate all lessons so that we constantly look for opportunities to improve our teaching. Teachers plan using medium term plans (MTP) to map the learning journey of a unit and short term/weekly planning sheet for more detailed task information.

Topic webs are written for each term and these are communicated with parents via newsletters and the school website.

As a staff we have agreed that planning should:

Planning	What does it look like?
Be a Working document.	Annotated, responds to the needs of the children on a daily basis. At the beginning of the unit the teacher has a desired outcome, but the journey of how it is achieved is driven through daily reflection.
Have Clear child friendly learning objectives - What	Skill clearly identified - not to write a story - what skill is it you want the children to develop.
Differentiation is identified	Mild, Spicy, Hot; children working at below or exceeding ARE.
Clear expectations for adults within your class.	Give an example for adult support particularly, reinforced through the success criteria - how
Clearly differentiated tasks	Needs driven. Activities are planned to ensure all children and groups make progress.
Bespoke learning	Specific vulnerable groups identified with initials of children, including AGT.
Success Criteria - How	Criteria shows a progression of next steps for all children .
Deployment of adults clearly identified on plans.	Every opportunity is a learning opportunity. Pupil obs, 1:1 intervention, small group.



Child initiated planning	Opportunities for children to identify and reflect on success criteria.
Evidence of links to IEP, curricular targets	Specific children - initials identified. Class target annotated and inform next steps.
Planning is linked to prior learning, marking and context - Why	Note to inform future planning clearly evident.
Opportunities for Afl clearly identified	Afl strategies listed.
Balance between guided, independent shared	Children doing - active classroom. Strong work ethic.



Monitoring and evaluating

Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children. We take into account ability and any additional educational needs.

Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas. Teaching and learning is continually monitored as part of our process of self-evaluation through:

- Reviewing the quality of marking against assessment criteria and how effective assessment is to inform teaching
- Reviewing the learning environment, for example display, classroom organisation, storage and retrieval systems
- Investigating the use of resources and their impact on learning, for example ICT across the curriculum; the use of textbooks and published schemes
- Analysing schemes of work/planning for the quality and range of curriculum delivery.
- Jointly reviewing achievement data to analyse trends and make comparisons in order to set appropriate targets
- Scrutinise pupil's work – sample books, folders, portfolios-across the ability range and years against set criteria, moderation of work
- Observe teaching against set criteria such as evidence of effective methods and organisational strategies, high expectations and skills of asking relevant questions and providing explanations
- Review the setting of home learning (procedures, type and range) and how it reinforces and extends learning
- Interview and survey pupils with reference to their learning experiences and their attitudes to learning.
- Interview and survey teachers, parents and governors using the same quality profile on teaching and learning.

The Role of Governors

Our governors determine, support, monitor and review the school policies on 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 best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, the



headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending home a termly topic planner at the start of each topic so that children and parents can tell us what they already know and what they would like to find out and how
- holding Parent Evenings to share their child's targets with parents and to explain our strategies for teaching key areas of the curriculum
- Sharing termly targets with parents
- Report to parents in which we explain the progress made by each child and indicate how the child can improve further
- explaining to parents how they can support their children with homework
- Workshops, Family Friday, involvement in after school clubs, helpers on class trips and within the classroom.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit and outdoor clothing on a Thursday for KS1 children.
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in our Home Learning Agreement.