

Maynards Green Community Primary School



Teaching and Learning Policy

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CONTENTS

	Page
1. Introduction and educational aims	3
2. Key principles of learning and teaching	3
3. Principles that underpin inclusive teaching and learning	4
4. The Curriculum Framework	5
5. Curriculum Planning	5
6. Curriculum Management	5
7. Children with SEN	6
8. The Learning Environment	7
General resources	
Working resources	
Specific resources	
SEN resources	
ICT equipment	
Teacher and Teaching Resource	
Display areas	
9. Management of pupils	9
10. Assessment, recording and reporting of pupil progress & attainment	9
Formative assessment	
Summative assessment	
Long term assessment	
Marking work	
Reporting pupil progress	
11. Home School Partnership	11
12. Homework	12
13. Continuing Professional Development (CPD)	13
14. Monitoring & reviewing teaching & learning	13
 Appendices	
1. Practical ideas for display	15
2. Presentation of pupils' work and the school code	16
3. End of year arrangements regarding children's work	17
4. Effective Teaching and Learning - 10 principles to guide policy & practice issued by the Teaching & Learning Research Programme (TLRP)	18

1 INTRODUCTION AND EDUCATIONAL AIMS

The Teaching and Learning Policy at Maynards Green CP School offers detailed guidance on how the school curriculum is planned, maintained, developed and delivered. The learning environment is discussed, as is assessment and record keeping and special educational needs. It embraces staff development, Home/School partnership and recognises the importance of the Foundation Stage. It is a major policy document and is the foundation upon which all other policies are built and developed. It provides a philosophical framework within which all staff will know they are working as a team and it clarifies the school's best practice so that each child may gain his/her right to the best quality education the school can offer. In formulating this policy, a variety of Dcsf documents were referred to including *Leading Improvement using the Primary Framework (2007)* and *Gifted and Talented Education (2007)*.

The educational aims of the school are to ensure children:-

- achieve at a high level, related to their individual potential
- develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks and physical skills
- acquire knowledge and skills relevant to their own lives as they are now and as they may be in the future
- use language and number effectively
- learn that courtesy, good manners and a consideration for others are important qualities
- learn self-discipline and enjoy a sense of security within an atmosphere of trust and understanding
- respect religious and moral values, and be tolerant of other races, religions and ways of life
- understand the world in which we live and the interdependence of individuals, groups and nations
- appreciate human achievements and aspirations
- are helped by creating a community in which each individual - child and adult - is treated as an important individual

Although the Teaching and Learning Policy is a central feature of all school development it nevertheless remains a policy document and, as such, in common with all other school policy documents, is subject to monitoring, evaluation and updating on a regular basis.

2 KEY PRINCIPLES OF LEARNING and TEACHING

Good learning and teaching should:-

- **Ensure every child succeeds** - provide an inclusive education within a culture of high expectations
- **Build on what learners already know** - structure and pace teaching so that learners know what is to be learned, how and why
- **Make learning vivid and real** - develop understanding through enquiry, creativity, e-learning and group problem solving
- **Make learning an enjoyable and challenging experience** - stimulate learning through matching teaching techniques and strategies to a range of learning styles
- **Enrich the learning experience** - build learning skills across the curriculum
- **Promote Assessment for Learning** - make children partners in their learning.

3 PRINCIPLES THAT UNDERPIN INCLUSIVE TEACHING & LEARNING

Effective inclusive teaching occurs when:-

- **Pupils are clear about what they are learning** - what they need to do and what the criteria are to judge when the learning has been achieved
- **Links are made to learning elsewhere** in the curriculum or in intervention groups, helping pupils transfer their knowledge and understanding in different contexts
- **Lesson starters and introductory activities create links** with prior knowledge and understanding, are active and enjoyable and create success
- **There are frequent opportunities for purposeful talk**, for learning through the use of talk partners or structured small - groups tasks with supportive peers
- **Pupils are encouraged to ask questions** to clarify understanding
- **Pupils have personal targets** which they own and are working towards in the lesson
- **The teacher models the process**, explaining what they are doing, thinking and questioning aloud
- **Homework and pre-learning is referred to and used** to move pupils forward within the lesson
- **Strategies for active engagement** through a range of different styles are used at various points throughout lessons
- **Lessons may conclude with plenaries** that support pupils in reflecting openly on what they have learned and how this fits with what is coming next
- **Lessons will include regular reviews** whereby teachers revisit the learning objective at different times throughout the lesson to ensure pupils are on task and making progress

4 THE CURRICULUM FRAMEWORK

How do we ensure breadth and balance in the curriculum?

The school is developing a comprehensive curriculum framework which is largely based on Chris Quigley's 'Planning a Skills Based Curriculum' (2008 edition). This curriculum provides a comprehensive coverage of what has to be taught and why, but leaves teachers free to come up with how they want to teach it - suited to the needs of the children.

In establishing the framework, consideration has been given to the time allocated to each subject to ensure both adherence to the requirements of the National Curriculum and allowance for the school's own established priorities.

Requirements of the Primary Framework have been implemented.

To further broaden curriculum opportunities a variety of activities with a particular emphasis are planned throughout the year. Examples include activities organised by the Heathfield Area Schools' Partnership, national initiatives, such as World Book Day, school-based activities arising from various topics and the celebration of important events in world faith calendars.

5 CURRICULUM PLANNING

How do we plan and deliver the curriculum?

Effective curriculum planning is a vital aspect of the school's approach to learning, as it will determine what is taught and the way in which it is taught. Curriculum planning is carried out in different ways.

- **Long-term planning**, which is achieved through the curriculum framework outlined above
- **Medium-term planning** deals with more detailed planning over a term. It is supported by schemes of work for each subject and is recorded using a format agreed by the whole staff. Learning objectives are outlined for each curriculum area over each school term.
- **Short-term (weekly and daily planning)** draws on the medium-term plan to identify specific learning objectives and plans them into a timetable for the week. A weekly planning sheet has been devised which allows clear and specific learning outcomes for each subject to be recorded.

With regard to curriculum planning teachers always bear in mind what a supply teacher will need to know in the event of a teacher's absence. It is required, therefore, that weekly curriculum plans be handed to the Curriculum Leader (Headteacher) at the beginning of each week.

6 CURRICULUM MANAGEMENT AND MONITORING

How do we monitor the curriculum?

The Headteacher is currently the overall Curriculum Leader. Monitoring and evaluation of the curriculum is undertaken by the Headteacher, Subject Leaders and Governors.

Teachers' curriculum planning is monitored weekly. Lesson observations are regularly undertaken to ascertain the impact of teaching on pupil learning.

Regular Curriculum Monitoring Days are planned. In preparation for this day, teachers gather together curriculum evidence from a selection of pupils in each year group. Samples of work offer evidence of children working at different levels (eg) Average (A); Average Above (AA); and Average Below (AB). The Curriculum Leaders then cross references children's work with teachers' planning and assessment and discuss the work samples with the children themselves to ascertain knowledge, understanding, progress and attainment. Work scrutiny is also undertaken.

Governors fulfil their monitoring role by receiving regular reports concerning curriculum-related issues and through a timetable of regular governor visits to the school. In addition, the Governing Body reviews progress in relation to the School Improvement Plan three times a year.

The further development of curriculum areas, including the development of the role of Subject Leaders, is identified mainly through performance management procedures, pupil data analysis and through the regular reviewing of the School Improvement Plan.

7 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

How do we provide for the needs of the more able and less able child?

Teaching and learning with regard to children with special educational needs is inclusive rather than exclusive, and placing SEN under a separate heading in this policy does not imply that teaching and learning with regard to SEN is a separate and isolated part of the school's provision. It is expected that the majority of special needs provision will be made as an integral part of class based provision. Identification of children with SEN will occur in accordance with the school's SEN Policy. To give more specific help to children who have special needs, thereby targeting appropriate provision, the school has adopted a 'staged response' in line with the Code of Practice.

7.1 Strategies for working with children with special educational needs

The needs of the less able children are met through the careful planning of a highly differentiated curriculum. For those children with specific needs individual education plans will be prepared, monitored and regularly reviewed.

Fundamental to this approach is the need for teachers to establish levels of children's attainments and to then use this information to inform their planning.

7.2 Strategies for working with the more able child

Early identification is important. Adequate provision is made by constantly extending an able child's thinking and output in order to establish a realistic profile of such a child's abilities. Strategies of differentiation, and personalised learning, will be brought into play for the more able child. (Further details are in the school's policy for meeting the needs of the more able child).

8 THE LEARNING ENVIRONMENT

How do we organise the learning environment to ensure effective teaching and learning?

8.1 General Resources

Each classroom contains:-

Suitably sized & versatile furniture	A sink with running water
Display boards	Resources for various curriculum work
Sufficient power sockets	ICT hardware equipment

Ideally each classroom should be arranged to provide for:-

- A reading/book area
- A writing area
- A Numeracy area with opportunities for investigation
- An ICT area
- Areas /displays which reflect all other curriculum areas as and when appropriate

Resource areas should be arranged to:-

- Encourage a quiet purposeful learning environment
- Create attractive stimulating areas of resource to encourage children's usage
- Ensure resources are accessible, clean, tidy and sufficient
- Minimise children's movement around the classroom
- Ensure clear working spaces for individuals, groups and whole class activities
- Develop responsibility for choice, use and care of equipment

Day to day working resources

Every classroom should contain clearly labelled resources for children to use and should be organised in a way which promotes independent learning. Children are encouraged to select materials appropriate to a task and return them to their proper place.

Specialist resources exist to support each curriculum area. Some of these, however, are shared and are therefore available for use by each classroom at appropriate times.

Specific resources

Science consumables and more sophisticated Art and DT materials are available from a central resource area. PE equipment is located in the PE store (in the Hall), PE shed and in the pool changing rooms.

Each classroom will house both fiction and non-fiction reading material, in addition to that which can be found in the school library. As a consequence of the school's decision to buy into the County Mobile Library Service, the range of fiction reading material is further extended using an annual borrowing scheme. Musical instruments and other resources are held centrally.

The upgrading of these specific resources is the responsibility of the respective subject leaders in consultation with the Headteacher. As a matter of routine upgrading/replacement will be reflected in the ongoing School Improvement planning process and will only fall outside this in cases of emergency.

Special Educational Needs Resources

Resources which cater for children with special needs are housed in classrooms and in a central resource area.

ICT Equipment

Each class has a CD player. Some classes have cassette tape/CD players with headphones. A TV and VCR/DVD can be found in all classrooms.

The school has a fully equipped ICT suite which includes an IWB. In addition, each class has two stand-alone PCs. All classes have internet access and there is an IWB in each classroom from Yr 2 to Yr 6. A number of laptops are available for use in the classrooms. An ICT technician regularly maintains the ICT equipment.

Teacher and Teaching Resources

Resources for teachers relating to all areas of the curriculum are labelled and located in two resource areas. These materials support the National Curriculum and the policy documents for each curriculum area. The Staff Daily Diary, duty rotas, timetables and other information are on display in the staffroom.

8.2 DISPLAY AREAS

- Displays within each classroom and around the school should be mounted and should reflect all areas of the curriculum. They are changed regularly.
- Displays should be attractive, stimulating and wherever possible, interactive.
- Children should be encouraged to take notice of, and relate to, displays around them.
- As a matter of priority, each classroom should reflect a variety of current learning from across the curriculum
- Displays may have different aims and objectives. They may:-

Teach

Inform

Celebrate	Record children's activities
Pose questions	Encourage debate

They should always stimulate interest and involvement.

9 MANAGEMENT OF PUPILS

How do we manage pupil behaviour in the classroom and around school?

We believe that in order for children to develop educationally, socially and emotionally, they need to be in an environment where they will meet caring and concerned staff. Boundaries within which they work and play need to be firm, clear and consistent whilst providing a warm, supportive and positive environment. Under such circumstances children can feel safe and secure and have the opportunity of working to their potential.

We believe that children need to know what response their behaviour may elicit and the rewards and sanctions which may be applied. It is within this context that children are then encouraged to manage their behaviour, learn about the possible "consequences and actions" arising from it and to develop an understanding of "making choices".

Encouragement and approval of positive effort and positive behaviour is of fundamental importance at Maynards Green CP school and we endorse many and various rewards ranging from happy faces and merit points to whole-school achievement awards.

At Maynards Green, we accept that all our staff have differing personalities, priorities, experiences and interests to bring to bear when working with the children, and that no single approach to managing behaviour is necessarily more effective than another. The school's behaviour policy therefore provides a clear framework within which all staff and pupils can operate. The policy sets out the school's code of conduct, main school rules and those rewards and sanctions used to encourage positive behaviour. Such a clear and comprehensive framework facilitates a consistent and coherent way of managing pupil behaviour in all aspects of school life.

10 ASSESSMENT, RECORDING AND REPORTING

How do we assess, record and report pupils' progress as part of the teaching and learning process?

We believe that good assessment practice is crucial to high quality teaching and learning. To plan a curriculum which meets the needs of our pupils we make regular judgements about their attainment and progress.

Greater details as to how we assess children's attainment and progress are located in our school policy on Assessment, Reporting and Recording but the following offers a brief summary.

10.1 Assessment for Learning is very effective in promoting learning and in raising standards. The key characteristics of AfL are as follows.

AfL involves sharing learning goals with learners.

AfL aims to help learners know and recognise the standards for which they are aiming.

AfL involves learners in peer and self-assessment.

AfL provides feedback that helps learners recognise the next steps they need to take, and how to take them.

AfL involves both the learner and the teacher reviewing and reflecting on assessment data.

The key factors that improve learning through assessment are:-

- Providing effective feedback to pupils
- Actively involving pupils in their learning
- Adjusting teaching to take account of the results of assessment
- Recognising the profound influence assessment has on the motivation and self esteem of pupils, both of which are critical to learning
- Considering the need for pupils to be able to assess themselves and to understand how to improve.

Summative assessment provides a statement/judgement of what pupils have attained at the end of a given period (eg) end of topic, year, key stage. This judgement will be based on evidence collected during the formative process and on evidence collected from particular tasks, activities or tests which the teacher may organise. These often result in written pieces of work. Effective marking of this work against specific objectives and a common standard provides both a reward and feedback to teachers and pupils. Detailed collections of evidence is not required. Teachers can review progress by looking at work in pupil's folders and exercise books. To improve manageability, teachers make a note only of those pupils who achieve significantly above or below the expected outcomes of a task.

Long-term assessments will be drawn from the ongoing records that are routinely kept and will reflect key aspects of each pupil's attainment. Where relevant the records will include statutory tests and task results, and statutory teacher assessment.

10.2 Marking

Marking children's work is part of teacher assessment. Effective marking is when pupils' work is marked against specific objectives, rather than a "blanket"

approach, and where a common standard is agreed. In this context marked work can provide meaningful records and feedback to the teacher and pupils.

We believe it is important for children's work to be marked either during the lesson or as soon as possible thereafter. Children and teachers are then able to quickly celebrate the successes and identify those areas in need of further attention. Children are encouraged to self-check their own work, or each other's work, before marking.

To enable teachers, support staff and pupils to understand how work has been marked, continuity and consistency is important. Further details about marking can be found in the school's policy on Assessment, Recording and Reporting.

10.3 Reporting Pupil Progress

Parents receive an annual written report on their child's progress and attainment during the latter half of the school summer term. During the school year other opportunities are available to them in the form of Open Days and Consultation Evenings.

11 HOME-SCHOOL PARTNERSHIP

How do we work with parents?

We recognise that the school's aims cannot be achieved without a positive working relationship with parents. There are many ways in which parents and school can work together, all the while accepting that parents will have differing work loads, levels of responsibilities and time commitments. For example, whatever their personal circumstances we encourage all parents to adopt a positive view of the school and schooling and actively encourage their children to do the same. At another level, some parents are able and willing to engage in practical classroom support on a regular basis. Greater details of how we encourage a sound working relationship with parents are outlined in the school's Parent Partnership Home-School Agreement documents; but a brief summary is as follows:-

Communication

Good communication between school and the home is essential. Parents are kept informed about school activities through regular letters, newsletters and notices about special events. At the beginning of each term, parents are also informed of their children's class topics for the coming term.

Towards the end of each summer term teachers prepare a detailed written report on the progress and achievements throughout the year of each pupil in their class. In addition, parents have opportunities at other times during the year to view and discuss their children's work with the class teachers.

Parents are contacted should there be any concern or problem that affects their child's work or behaviour and also if there are any special circumstances or situations worthy of praise and celebration. In the same way parents are invited to share with us any praise worthy efforts or achievements as well as any issues or concerns. On such occasions parents are encouraged to approach their child's class-teacher in the first instance.

As new or updated policies are developed on a wide range of whole school issues we endeavour to keep parents informed.

The school is currently working towards developing a Learning Platform.

Discipline and Behaviour

We believe that promoting good behaviour and discipline in pupils should be a partnership between home and school. Parents have a vital role in fostering good behaviour, and we believe that parental influence is critical in shaping pupil attitude and behaviour.

A comprehensive discipline and anti-bullying policy is in place and children are expected to observe this policy and the school's code of conduct.

12 HOMEWORK

Homework refers to any work or activities which pupils are asked to do outside lesson times with either parents or carers.

We believe that homework makes the greatest contribution to children's learning when:

- The homework policy is part of the school's overall teaching and learning strategy
- There is consistent practice across the school in setting and managing homework
- There is a regular timetable of homework so that everyone knows what to expect each week
- Pupils and parents or carers are very clear about what they need to do
- There are high expectations of pupils in completing homework

The purpose of homework

- To foster an enthusiasm and desire to learn
- To extend school learning
- To encourage pupils as they get older to develop the skills necessary to study on their own - preparing them for the requirements of secondary school and beyond
- To consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy

- To develop an effective partnership between the school and parents or carers in pursuing the aims of the school
- To exploit resources for learning of all kinds, at home

The type and amount of homework which is appropriate for pupils of different ages

Details of how much homework we expect pupils to do and the variety of homework tasks which might be set are detailed in the school's policy on homework.

In broad terms however, the following applies:-

- Years 1 and 2 up to one hour each week
- Years 3 and 4 up to one and a half hours each week
- Years 5 & 6 up to two and a half hours each week

(These amounts are in line with Dcsf recommendations).

13 CONTINUING PROFESSIONAL DEVELOPMENT (CPD) OF STAFF

How do we further develop the skills and expertise of our staff?

Staff development objectives (professional and/or personal) are set in the context of whole school development targets.

There are many ways in which staff can develop their expertise and experience. Attending training courses may be the most obvious, but there are a number of other opportunities for staff development. These will include:

- Working with other teachers
(eg) shadowing a colleague, 'good practice' visits
- Working with pupils
(eg) taking assemblies, working with different age groups and classes
- Working with parents and governors
(eg) contributing to committee meetings, addressing parents' meetings

Further details regarding CPD can be found in the school's CPD Policy.

14 MONITORING & REVIEWING TEACHING & LEARNING

How do we monitor teaching and learning in the school?

Teaching and learning is monitored mainly through gathering first hand evidence such as observations, pupil discussions and work scrutiny. In addition, the following is carried out:-

- Annual scrutiny of statutory and non-statutory test and assessment data
- Analysis of local and national data re. pupil progress and attainment
- Regular reviewing of teachers' curriculum planning
- Rigorous performance management procedures

- Annual identification of in-service training
- Annual review of parental views
- Annual review of pupils' views

Governors fulfil their monitoring role by:-

- Receiving reports three times each year on teaching and learning and any on specific curriculum areas as per the SIP programme
- Annually reviewing SEN provision, RE and Collective Worship, Behaviour and Discipline, Sex Education, Literacy and Numeracy.
- Reviewing the progress of the SIP three times each year and participating fully in the preparation of new plans.
- Regularly visiting the school and attending school functions
- Carrying out class visits with a specific SIP focus in mind

Practical Ideas for Display

Display Boards

- 1 All boards should be backed and include a border around all edges.
- 2 Labelling of display boards to include a variety of hand-written and ICT generated text. Hand-written text to be in school style
- 3 Children's work to be named sensitively
- 4 Wherever possible, displays should be interactive and a combination of 2D and 3D. Displays may:
 - Inform
 - Teach
 - Celebrate pupils' achievement
 - Encourage debate
 - Question

Presentation of Pupils' Work and the School Code

1 Use of pens

Children to work in pencil until such time that they can demonstrate a neat, joined cursive script (sit a little 'test' when teacher thinks children are ready. Present with handwriting pen if successful. Can be any time from Yr 3/4 onwards).

2 Use of rubbers

Yr R & Yr 1: rubbers will not be used by pupils. Children to be encouraged to put a line through their mistakes.

Yrs 2 to 6: children can use rubbers but are encouraged to put a pencil through a mistake is appropriate. Pupils using pen cannot use rubbers, tippex or any other form of erasing.

3 Rulers

When appropriate, children should use a ruler (with the exception of the Yr R & Yr 1).

By the end of Yr 2: when working on paper, children should draw a margin and underline the title

Yrs 3 to 6: when working on paper, children should draw a margin and underline both the date and the title.

4 Date and Title

Yr R & Yr 1: children will not be required to date or title work. (Year 1 pupils, however, will be introduced to writing the short date in their summer term - eg. 09.09.08).

Yr 2 & 3: children will date (short date as above) and title work as requested.

Yr 4, 5 & 6: children will be required to date and title all work (where appropriate, title in the form of a LO in order to give clearer context to the work for the reader and marker)

5 Naming of Work

All work not recorded in an exercise book will be neatly named using pencil (or handwriting pen)

6 Exercise/Topic Books - Front Covers

To include: Neat, attractive, valued. Full name, curriculum area (eg RE, Literacy). Nicely labelled! Topic work in books where possible or in card loose leaf folders with neat front covers. A4 sheets in A4 books to be trimmed accordingly. No use of felt tip pens in exercise books (unless it is a special 'Mind Map' book for example).

7 Pencil cases

Only pupils in Year 6 are permitted to bring in their own pencil cases.

End of Year arrangements regarding children's work

Literacy. Please keep and send up to the next class teacher to be kept as a reference and for any Inspection we might have (they can go home in the Spring term or be recycled). All children should start the new school year with a new literacy book.

Handwriting Books. Books to go home. New ones issued for the new school year.

Writing Sample Books. Kept and used in the next school year

Literacy and Numeracy Wallets. To be sent home (check contents however!)

Reading Record Books. Kept and used in the next school year

Numeracy. Please keep and send up to the next class teacher to be kept as a reference and for any Inspection we might have (they can go home in the Spring term or be recycled). All children should start the new school year with a new numeracy book.

Science. Please keep and send up to the next class teacher to be kept as a reference and for any Inspection we might have (they can go home in the Spring term or be recycled). All children should start the new school year with a new science book.

Art Sketch Books. Kept and used in the next school year

Topic Books. All go home other than 3 copies of the last topic completed (the 3 samples should represent LAP, MAP and HAP learners)

All other small books. To be sent home

Class Books. Keep any class books you have made and, if not too worn, place in the Library

All books labelled attractively to include full name and subject.