

# Worlingham CEVC Primary School



## TEACHING AND LEARNING POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

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Chair of Committee signature:	<i>Peter Hobbs</i>
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# Worlingham CEVC Primary School

## TEACHING AND LEARNING POLICY

### Aims and Purpose

To maintain excellent standards in our school, focus must be on the classroom - continued and sustained effective teaching and learning is dependent upon providing an excellent quality of teaching and learning that takes place on a daily basis.

Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

**We expect that every teacher will be a highly effective teacher who aspires to be the best they can be – our children deserve nothing less.**

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency in the quality of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other and share good practice.

Effective learning results in the child:

- Knowing that they have succeeded.
- Feeling that they can do more.
- Explaining what they have learned.
- Applying it to other situations.
- Teaching it to someone else.
- Feeling good about themselves.

We encourage 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.

There is no single approach for delivering an effective education in a school. However, this policy outlines some of the key features which are most effective in raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn. These include:

- Effective prior preparation and planning resulting in a purposeful, well prepared plan.
- A clear learning objective shared with the children both visually and orally.
- A clear link to previous and future learning.
- A clear outcome to be achieved at the end of the lesson.
- A review of the learning at the end of the lesson.
- Appropriate challenge for all children, and high expectations that all children can succeed given the right support and time.
- Teacher modelling through effective use of 'teacher talk' time using appropriate resources.
- Good questioning.

- Quality interaction between teacher and pupil and pupil to pupil.
- Pace.
- Enthusiasm.
- Fun, memorable and irresistible delivery, content and outcomes.
- Involvement of all the children.
- Excellent behaviour management.
- Opportunities for independent learning.
- Bring out life long learning.
- Effective feedback

## **Our Vision**

Our school vision and values are at the heart of all of our teaching and learning activities:

Our School Vision:

**Growing minds, kind hearts, rooted in love.**

Our School Bible Verse:

**Rooted and grounded in love (Ephesians 3:17)**

Our School Core Values:

**Belonging, Courage, Curiosity,  
Kindness, Perseverance, Respect.**

## **Our approach to effective teaching and learning**

- Teaching is based on our knowledge of children's attainment and we have high expectations of all children. We take into account ability and any additional educational needs.
- We set targets for the children and we share these targets with children and their parents. We review the progress of each child termly and review targets. Children have clear targets, for next steps learning through success criteria and marking.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching.
- Teachers and support staff establish very good working relationships with all children in the class. We treat the children with kindness and respect, two of our core values. We treat them fairly and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to positive behaviour and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. If children make the wrong choice, we follow the guidelines for consequences as outlined in our school Behaviour Management Policy. We teach in an atmosphere of trust and respect for all.
- We ensure that all tasks and activities that the children do are safe and risk assessed.
- We deploy support staff, students and volunteers effectively.
- All staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.

- We teach phonics daily through Active Learn Bug Club Phonics in Early Years Foundation Stage and Key Stage 1.
- Children sometimes work in small targeted groups with an adult to enhance their learning.
- We share learning with parents through parent's evenings, shared events, newsletters, half termly curriculum overviews and update the school website with news about school activities and learning.
- Pupil Voice in our school is encouraged and we have an active School Council who are regularly consulted on school choices and decisions.

## **The Key Features of Effective teaching and learning**

Sequences of lessons across our school should aim to include, as far as it is possible and appropriate, the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

### **Sequences of lessons have clear learning objectives**

- They are knowledge and skills-based.
- They may link to other lessons, past and future.
- Learning Objectives are shared orally and displayed, where appropriate, in child friendly language.

### **Sequences of lessons have well planned, process-led success criteria**

- What a good example of what they are trying to learn looks like in small steps, what do we need to do? An ingredients list to the objective's 'recipe'.  
: "Remember to"
- All pupils are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Planning includes success criteria for each learning pathway.
- Children use the success criteria to self-assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action.

### **Sequences of lessons have sufficient challenge to enable all pupils to extend learning**

- All learners are challenged appropriately.
- Planning shows clear scaffolding to meet the needs of **all** pupils.
- There are high expectations that all children can achieve with the correct support and time in place. Teach to the Top.
- Questioning provides opportunities for assessment, clarification, challenge and extends learning. We Check for Understanding, use Probing and Process Questions and Metacognitive Talk.

### **Lessons have pupils actively engaged in learning**

- Opportunities to Think/Pair/Share and discussions with a *Talk Partner* are regular features in many lessons.
- Mini whiteboards or rough books are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.

- Pupils are encouraged, and learn how, to look ‘inwards’ first when faced with challenges or problems to overcome, such as with ‘three before me’.
- Questioning actively engages children through approaches such as Cold Calling; No Opt Out; Say it again, better.

### **Lessons have clear instructions and explanations**

- Teacher input is key to an effective lesson.
- Teachers ensure their explanations and instructions are clear, and use questioning to check children have understood. Techniques such as Live Modelling, Exemplars and Head On Misconceptions are key here.

### **All pupils receive regular and clear feedback which enhances learning**

- Assessment for Learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Targets are reviewed regularly and incorporated into assessments and feedback.
- Marking, whole class feedback and verbal feedback is linked to the learning intention and identifies next step prompts.
- Pupils are given regular time to address issues raised in feedback.
- Pupils are encouraged to peer and self-assess by meeting success criteria.
- Teachers should remember that the effectiveness of feedback is linked to the level of challenge – not enough challenge and feedback ceases to be as effective.

### **Learning is enhanced through effective classroom management**

- Teachers constantly reflect on their classroom environment, routines and resources to ensure an effective learning environment. We do not underestimate the importance of building relationships, seating/table plans, resource positioning, everyday routines, displays and additional educational resources (especially for children with individual barriers to learning) to ensure a purposeful working atmosphere so that every child is ‘learning ready’ at the beginning of each lesson. We refer to our Positive Behaviour policy if necessary, particularly ‘The Worlingham Way’.

### **Sequences of Lessons build in opportunities for practise and retrieval**

- The very act of ‘remembering’ helps to strengthen memory and commit knowledge and information to long term memory – this frees up working memory to deal with new information.
- Techniques such as Quizzing, Multiple Choice Questions and Weekly/Monthly Review all help our children to commit key knowledge and information to their longer term memory.

### **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 classrooms and shared areas are attractive learning environments. Each classroom has well ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. All classrooms have forward facing bookcases with an attractive range of texts for the children to select and read to encourage a love of reading for pleasure.

The Learning Environment is:

- Welcoming.
- Challenging and stimulating.
- Peaceful and calm.
- Happy and organised.
- Well-resourced and clearly labelled.
- Provides for equal opportunities.
- Supports the development of independent learners.

All our classrooms have 'Working Walls' which support the children's learning.

### **The Role of Governors**

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 light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil achievement and attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor through the Headteacher's reports to Governors.

### **The Role of Parents and Carers**

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

- Working in partnership through sharing events.
- Holding parents' evenings to share children's progress and to explain our strategies for teaching and learning.
- Sending out End of Year Reports 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 at Meet and Greet sessions in the Autumn term, and utilising technology such as 'Google Classrooms' or 'Class Dojo' to increase the effectiveness of learning at home.
- Sending home a half termly curriculum overview detailing what their child will be learning and how they can support at home.

Parents are responsible for:

- Ensuring their child has the best attendance record possible.
- Ensuring that their child is equipped for school with the correct uniform and PE kit.
- Keeping their child healthy and fit to attend school.
- Informing the school if there are matters outside of school that are likely to affect their child's performance or behaviour.
- Promoting a positive attitude towards school and learning in general.

## Appendix 1: Teachers' Standards

### **PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **PART ONE: TEACHING**

#### **A teacher must:**

#### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



## WORLINGHAM CEVC PRIMARY SCHOOL

### **SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS**

Throughout this policy runs our commitment to safeguarding the wellbeing of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The wellbeing and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.