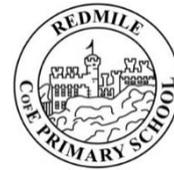




Waltham-on-the-Wolds and Redmile Church of England Primary Schools



Learning and Teaching Policy

Introduction

This Learning and Teaching Policy is part of our current remodelling of the curriculum at both Waltham-on-the-Wolds and Redmile CE Primary Schools. Thus, some aspects in this policy, such as, immersive learning and teachings using a skills based curriculum are currently being developed during the academic year 2017/2018.

Vision Statement

Where learning is for life!

At Waltham-on-the-Wolds and Redmile CE Primary Schools we maintain that learning should be a rewarding and enjoyable experience for everyone (adults and children); it should be fun and interactive. We believe that all children should be challenged and encouraged to maximise their own potential and have their achievements celebrated.

We work in partnership as a learning community to create a learning environment where everyone is valued, cared for and happy. We believe that offering our children a creative and stimulating curriculum, based on first hand learning experiences, makes learning fun and challenging for all. By building confidence, independence and encouraging risk taking, we are developing important life skills, a lifelong love of learning, and success for all. We have high expectations of all our children.

We promote a Christian ethos. We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone. We respect that not all children will believe in God, however, we teach all children that Christian and British Values are the foundations of an inclusive school.

Aims in striving for excellence

The aim of this policy is to ensure that pupils:

- reach their full potential (in terms of spiritual awareness, academic achievement and aesthetic appreciation);
- learn to be tolerant and understanding with respect for the rights, views and property of others;
- develop a responsible and independent attitude towards work and towards their roles in society;
- are happy, well-educated and safe.
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- by learning in a variety of ways through challenging, creative learning experiences, leading to excellent progress. We provide an exciting, skills-driven curriculum based on National Curriculum and EYFS framework requirements which motivates, inspires and equips pupils with important skills and positive attitudes to learning.

This policy sets out the framework for achieving this and for raising standards in teaching and learning.

Teaching

Effective Teaching at Waltham-on-the-Wolds and Redmile CE Primary Schools is skilfully planned, suited to the individual needs of all learners and based on the application of effective pedagogy.

Teaching reflects the school's ethos and vision and includes:

- Rigorous assessment for learning throughout the lesson in order to drive progress, reshape learning and identify misconceptions and gaps in knowledge and understanding
- Careful implementation of effective teaching skills – questioning, modelling, demonstration and explanation
- Effective management of support staff so that resources are tailored to where they are most needed with regard to balance over time
- Teaching which is based on excellent curriculum subject knowledge and other relevant frameworks
- Learning experiences which provide support, scaffold and extension where needed
- High expectations of what can be achieved for all groups of learners
- Use of teaching strategies which engage, inspire and motivate all learners
- A clear understanding of the teaching sequence and how learning develops over time
- Opportunities for practical, first hand learning and enquiry based learning

We recognise that teaching is most effective when lessons are well-delivered by teachers who love teaching; teachers promote and demonstrate enthusiasm, energy, excitement and excellence; when teachers arrive on time, are well-prepared and welcoming; and when teachers leave stress outside of the classroom.

Planning and Preparation

For children in the Foundation Stage, teachers use the Early Years Foundation Stage and Development Matters Bands to plan and provide a range of rich child-initiated, adult-led and continuous provision which builds on the children's interests. In Key Stage One and Two, teachers plan using the National Curriculum objectives for English and maths. Planning is linked to age-related expectations and pupil ability, although regard will always be given to the subject matter being taught and the needs of the children. For English, each class has a class text or novel, per term, which centres around their learning in that subject. Depending on the project, the remaining curriculum elements are combined to form bespoke termly projects (Project Based Learning) which are designed by children and staff specifically to meet the needs and interests of learners through answering challenging driving questions, which have a real-life purpose and outcome and focuses on core skills and learning behaviours; the National Curriculum acts as a guide to ensure consistency and balance. The relevant objectives for each project are identified through the project planning document. An overview of the programmes of study for the year and the projects that will be taught is developed by class teachers and monitored by the senior management team. This forms the schools overarching curriculum map which is available on the school website. Schemes of work are broken down into individual lessons, or a series of lessons, with a Question for Learning and clear differentiated success criteria which are progressive in nature, reflects the teaching sequence and clearly identifies how learning will develop over a lesson and over a unit of work to meet outcomes.

For some learning, discrete lessons will be more appropriate such as R.E., PSHCE, P.E., Spanish etc. These lessons will be timetabled and planned separately.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: including linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning learning and teaching styles.

Lessons are planned to meet the needs of all learners through a range of differentiation strategies based on effective assessment for learning, pupil specific needs, use of school data, etc. The targeted use of resources and other adults will be clearly identified in short term planning. Teachers ensure that a range of effective, creative and motivating teaching strategies are well chosen to meet the needs of the learner and the learning experience and reflect the school's ethos and vision for learning.

The Learning Environment

Waltham-on-the-Wolds and Redmile CE Primary School believe that the learning environment is a core element of effective teaching and learning and practises an immersive approach to learning in line with the school vision and values. Classroom learning environments that facilitate free flow and active learning are created. These spaces allow children to be immersed into the world of their project, text or other curriculum aspect through sight, sound and touch.

Furniture is arranged to allow a variety of active and creative learning activities to take place. Learning resources are well-organised, well-cared for, clearly labelled and accessible for all children. Classroom and corridor displays exemplify the schools creative and immersive learning ethos and include a range of children's work which demonstrates our ethic of excellence and reflects a range of curriculum areas and learning styles. It is the responsibility of the class teacher to create a classroom environment that supports effective teaching and learning in keeping with the school vision and values. It is the responsibility of all staff to create and contribute to a positive learning environment within the whole school.

Learning

At Waltham-on-the-Wolds and Redmile CE Primary Schools, children develop into lifelong learners who are skilled, confident and ready for the next stage in their education. Learning experiences reflect the school ethos and vision and the following principles of good practice.

- Assessment for learning – children should know what to do to improve and demonstrate confidence in self and peer assessment
- The ability to apply skills independently, within a group and in whole class context
- Effective 21st century learning skills and an awareness of themselves as learners
- Ability to solve problems, reason effectively and think creatively when faced with new challenges
- Develop knowledge and understanding of core skills (including reading, writing and maths), understand success criteria and how to meet them.

All Pupils will be expected to:

- Respect Christian and British Values
- Come to school ready to learn
- Follow school rules and all instructions given by any adult in school
- Take pride in their learning and present all work neatly
- Act on advice and feedback given
- Ask for help when they need it
- Treat resources with care and respect
- Treat all adults and children with care and respect
- Always have a go and try their best to succeed
- Complete homework tasks on time

Monitoring and Evaluating

The school will adopt a range of monitoring strategies to evaluate achievement, standards, behaviour and the implementation of the school teaching and learning policy. Where appropriate individuals will be given relevant feedback on what has been monitored, including strengths and targets for development. Monitoring activities will be used to evaluate school strengths and areas for development, plan CPD, provide evidence for the SEF, contribute towards performance management and evaluate standards, progress and consistency of provision.

Monitoring and evaluation activities will be undertaken each term and by any member of the schools learning community, as identified in the school monitoring and evaluation cycle.

Monitoring strategies may include:

- Formal lesson observations
- Coaching and peer-to-peer support
- Learning walks
- Work scrutiny
- Pupil interviews
- Analysis of data and tracking information
- Pupil progress meetings
- Performance Reviews
- Peer and self-evaluation

Inclusion

ALL members of the learning community will care for and support all children regardless of academic ability, disability, age, race, gender, religious belief, home language, socio-economic background or sexual orientation.

Offering an inclusive curriculum is a key part of our school vision. Teaching and learning is planned to provide challenging and stimulating experiences for all learners. It is the responsibility of class teachers to provide support where necessary and provide appropriate challenge for all learners through careful use of a range of differentiation strategies.

It is our belief that children need to be in school each day and arrive on time in order to achieve the best in their learning. The school tracks each child's attendance carefully and aims to work in partnership with parents to achieve high attendance figures for all children. The school will also work with agencies to support attendance such as Educational Welfare Officers and Social Services if appropriate.

For some children who do not make expected progress in class, additional support may be needed through targeted intervention programmes, either within their classroom environment or as part of a withdrawal group. Where children have specific and additional educational needs, the school may provide a tailored programme of work with adult support where necessary in order to meet children's individual needs. (See SEND policy)

The school aims to support children's social and emotional needs as well as their educational needs. Children may be offered additional support from within the school's pastoral resources or have access to a Learning Mentor where appropriate. The school employs a range of behaviour support strategies and systems to ensure that children are supported to stay in school wherever possible. (See Attitudes, Behaviour and Discipline Policy, Anti-Bullying Policy)

A programme of support may be offered to children who have specific language needs, or who are new to English or new to the country. This may include small group work with a trained EAL specialist or TA, use of specific resources, or access to specific activities

Homework

All pupils receive homework each week, that supports or extends their learning. In Year 6 pupils use workbooks to accommodate SAT's practise and revision. Homework is marked positively by the class teacher each week.

In addition to this, pupils are given weekly spellings to practise and learn. These should be appropriate to the child's age and differentiated to the child's ability. Whilst the completion of homework is not compulsory, every effort will be made to encourage children to complete it.

Professional Development

It is the professional responsibility of all staff members to actively update their teaching methods and subject knowledge and consider their own professional development needs. The school sees all staff as the essential resource within our learning community and supports staff members with their professional development wherever possible. All staff have access to weekly professional development meetings.

In addition to this all class teachers will have PPA time. The school also operates a coaching model which aims to develop teaching and learning either with individual class teachers or with teams of teachers. As part of this coaching approach, each team attends a weekly "project tuning" session which provides peer critique for Project Based Learning. External CPD may be provided where appropriate, for example through training days or visits to see good practise in other locations.

The Role of Parents and Governors

We recognise that learning does not take place solely at school and that parents, governors and the wider community have equal contributions to make to the education of our children. We actively seek to involve parents in our school community in a range of activities and events that support children's learning and promote community cohesion. As well as regular parent's evenings, parents are welcomed into school to discuss their child's progress and to celebrate their children's achievements. We aim to keep parents and carers informed and excited about school through a newsletter every week, use of online platforms (Seesaw) to share learning experiences and school news, and through the school website. Specific curriculum open sessions and events are held regularly. We also aim to engage the wider community in order to provide extended and enriched opportunities for our children such as visits from religious leaders, involvement of local businesses in supporting school events, working with environmental and charity groups and including a community of experts as an essential part of Project Based Learning.

The school works in close partnership with governors and the directors of the multi academy trust, DLAT central team to plan and prioritise school developments. It is the responsibility of the governors to ensure that the school provides an appropriate curriculum, has high standards and meets legal requirements. The governors monitor this provision through the Head Teacher's report, reports from SLT, staff and curriculum leaders, through the analysis of standards data, and through regular learning walks and school visits.

Monitoring and review

We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. Therefore, this policy will be reviewed in June 2018, following a year of trialling the new initiative.

The Policy was written by:

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