



CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

Learning and Teaching Policy

Approved by: Local Board

Adopted: March 2017

Due for review: March 2020

Ethos

At Christian Malford, Seagry and Somerfords' Walter Powell School, our Christian values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to become confident and happy members of the community.

Our strong Christian ethos enables all pupils to strive to achieve in all they do. Our team consisting of pupils, parents/ carers, staff, Local Board and the wider community, all work together to live by our Christian values of:

Diligence, Respect, Honesty, Tolerance and Kindness.

We believe in the concept of lifelong learning, both spiritual and academic; the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip pupils 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 in a caring Christian environment help pupils to lead happy and rewarding lives.

Aims

- To ensure that all our pupils are provided with rich and varied learning experiences which lead to them developing their skills and abilities to their full potential.
- This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment

Planning the Curriculum

Due to the small size and changing numbers in each of our schools, the structure of our teaching groups may change year on year and to ensure that pupils receive the most appropriate teaching this may also change during the year. Teaching groups may comprise of single or mixed aged groups. A four yearly plan has been drawn up by staff to provide a full coverage of subjects and has been planned to facilitate a creative curriculum.

Medium term plans are produced by the teaching staff with advice from subject leaders and senior leaders. They show which topics will be taught, when and how.

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation and scaffolding, showing how the SEND children will be developed and how the more able will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Quality of Learning

We acknowledge that pupils learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We, therefore, offer opportunities for pupils to learn in different ways. These include:

- Investigation and problem solving.
- Research and finding out.
- Group work.
- Paired work.
- Independent work.
- Whole class work.

- Asking and answering questions.
- Use of the computer/other technology.
- Fieldwork and visits to places of educational interest.
- Creative activities.
- Watching television/DVD clips and responding to musical or other recorded material.
- Debates, role plays and oral presentations.
- Designing and making things.
- Participation in athletic or physical activity.
- Digital media.

Assessment for Learning

Assessment exists to help the teacher to help the pupil. It ensures more effective teaching by providing the evidence for closer matching of tasks to the pupil's needs. It assists the pupils by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Assessment for Learning:

- Focuses on how children learn.
- Is central to classroom practice.
- Is a key professional skill.
- Promotes self-esteem.
- Affects learner motivation.
- Helps learners know how to improve.
- Encourages self-assessment.

Teachers should:

- Seek to inspire all pupils.
- Have clear and incisive success criteria/steps to success that enables pupils to make exceptional progress.
- Challenge pupils and have high expectations in all aspects of school life.
- Plan to use a variety of teaching methods which take into account different learning styles.
- Plan and effectively use resources including additional adults.
- Give clear and specific instructions and explanations. Follow the school policy with regard to marking and feedback, behaviour and classroom management.
- Praise pupils for effort, achievement, good behaviour, and by so doing help build a positive attitude towards school and learning.
- Assess pupils for both summative purposes (to measure how well they have achieved) and on a formative basis to inform future planning.

Structure of lessons:

- Lessons will start promptly.
- Have clear and incisive success criteria/steps to success that enables pupils to make exceptional progress.
- Resources should have been planned and prepared before the lesson.
- The lesson will normally be linked to previous learning or teaching.
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track.
- The lesson should have a good pace and structure to it, activities will vary to respond to pupils' different ways of learning.
- Usually each lesson will have a plenary which will reinforce the learning intention.
- Pupils' work will receive verbal feedback within the lesson and then marking according to the Marking and Feedback policy.
- Pupil's work will be assessed regularly to inform short term planning and pupil progress.

Classroom Environment

Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the pupils. We ensure that the pupils have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as learning walls relating to English and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes the independent use of resources and high quality work from pupils.

All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

We ensure that all tasks and activities that the pupils do are safe. When we plan to take pupils out of school we obtain permission from parents and complete all necessary risk assessments.

We conduct all our teaching in an atmosphere of trust and respect for all, whilst continuously striving to inspire excellence and achieving together.

The Evaluation of Practice

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers or pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check long and medium term plans are providing the coherence, progression, continuity and depth necessary.

Formal observations are carried out by the Senior Leadership team at least three times a year and by the DBAT School Improvement Officer once a year. Informal observations are carried out by Subject Leaders and members of staff are encouraged to observe each other to share good practice.

We follow the DBAT approved Pay and Performance Management Policies.

Annual reviews for teachers take place where targets are reviewed and new ones set. At least three targets (one based on pupil performance, one on a subject area and one for individual professional development) are set each year for all teachers out of their NQT year.

Parents' Evenings are held at twice a year (October and Easter). A full annual report is written each Easter to inform parents of their child's progress in each subject indicating how the child can improve further. A short report informing parents/carers of end of year progress and attainment in the core subjects of Reading, Writing and Maths is sent out at the end of Term 6. The school has an open door policy, encouraging parents to call in for informal discussions at any convenient time.

The Role of Parents/Carers

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

- Holding parent/carers consultation evenings to explain our school strategies for teaching English and Maths.
- Sending information to parents/ carers at the start of each term in which we outline the topic that the children will be studying during that term at school.
- Sending regular reports to parents/ carers in which we explain the progress of each child and indicate how the child can improve further.
- Explaining to parents/ carers how they can support children with their homework.
- We suggest, for example, regular shared reading with very young children, and support for older children with their topics and investigative work.

- We believe that parents/ carers have a responsibility to support their children and the school in implementing school policies. We ask parents/carers to sign an annual home/school agreement to confirm that they:
 - Ensure that their child has the best attendance record possible
 - Ensure that their child is equipped for school with the correct uniform and P.E. kit
 - 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.

The Role of the Local Board

Our Local Board 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 staff development and performance management policies promote good or better quality first teaching.
- Monitor the effectiveness of the schools' Learning and Teaching policy through the school self-review processes. These include reports from the subject leaders and the Executive Principal's report to the Local Board as well as a review of the in-service training sessions attended by our staff.

Monitoring and Review

Christian Malford, Seagry and Somerfords' Walter Powell Schools are aware of the need to review the schools' Learning and Teaching policy regularly so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school. This policy is on a three-year review cycle and will be reviewed by March 2020.

Signed:



Chair of Local Board