
St. Nicholas – at- Wade CEP School

Teaching and Learning Policy

Autumn 2021
To be reviewed Autumn 2023

Teaching and Learning Policy

“At the heart of learning is the child” Kelmer Pringle

Introduction

Outstanding teaching should stay with the child throughout their life because it has such an impact on the learning process. Teaching is an ever-evolving craft, which must be constantly honed and improved. This policy seeks to influence and improve the art of teaching in school by informing every curriculum policy and behaviour management procedure already in place. Such policies and procedures state what is to be taught and when. This policy influences pedagogy and provides continuity of approach for all our teachers and children. This policy clearly states what is regarded as outstanding teaching and learning at St. Nicholas –at- Wade CEP School. The policy has been written following consultation with pupils, parents, staff and governors. The Teaching and Learning policy is at the heart of all we set out to achieve in school.

Rationale

This policy outlines the outstanding practise expected of all Teachers and Learning Support assistants in school. The importance of reflective practice is crucial in school and, as such, the policy seeks to encourage professional debate by staff upon their own strategies and teaching styles. Monitoring the quality of teaching and learning in school will occur using this policy as the model for best practice. Monitoring, will be carried out by all staff, in differing contexts.

Aims

The single most important aim of this policy is to continue the drive to improve the quality of teaching and the quality of learning and therefore pupil achievement.

It will ensure consistency of approach across the school and establish “Outstanding Practice”.

It gives all staff clear guidelines of agreed expectations. It sets a benchmark for future monitoring. It enables specific target setting for individual members of staff, linking to staff appraisal.

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Outstanding Learning

Outstanding Learning Occurs when a pupil encounters Outstanding Teaching and Outstanding Support.

Outstanding Learning	Outstanding Teaching	Outstanding Support
All pupils are engaged and motivated	<ul style="list-style-type: none">✓ Teachers display excellent subject knowledge to inspire and challenge pupils.✓ Content of lessons is relevant, imaginative and interesting.✓ Regular opportunities for offsite learning should be provided.✓ Opportunities to learn from external experts visiting school should be provided.✓ Work is appropriately differentiated for all learners, ensuring sufficient challenge and high expectation.✓ Pupils have opportunities to work both independently, collaboratively and in small focussed groups.	<ul style="list-style-type: none">✓ Culture developed within the school community and with parents that school is a valuable and worthwhile experience.✓ Parents work alongside the school to support learners.✓ All stakeholders have high aspirations for pupils.✓ Pupils are praised and rewarded and have a sense of achievement both at home and in school.✓ ICT is used effectively to support learning.

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	<ul style="list-style-type: none">✓ Cross curricular and subject based study are provided with reference to schemes of work provided by subject leaders.✓ Lessons are well resourced with resources accessible to pupils.✓ Pupils are taught how to appropriately select their own resources to support their learning.✓ The choice of resources both supports understanding and promotes sufficient challenge✓ The learning environment is well organised to support and inspire pupils.	
All pupils make excellent progress within a lesson or across a series of lessons.	<ul style="list-style-type: none">✓ Teachers have high expectations of all pupils.✓ Shared learning objectives and success criteria with constructive feedback mean that pupils know when they have made progress and develops independence.✓ Teachers have a clear understanding of how learning will build up both within a	<ul style="list-style-type: none">✓ Pupils who are not making progress are quickly identified and interventions put in place to close the gap.✓ Staff delivering interventions keep accurate data on entry and exit criteria to measure impact.✓ Challenge is an expectation for all pupils across the curriculum.

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	<p>lesson and across a series of lessons.</p> <ul style="list-style-type: none">✓ Teachers keep accurate records of pupils' progress and use these to inform planning.✓ Pupils are provided with opportunities to excel in all areas according to their individual talents and abilities.✓ Children are encouraged to reflect on what has been learnt and what is yet to be learnt.✓ Pupil progress can be evidenced in books, end of unit projects and through discussion with pupils.	
<p>Pupils believe they can succeed and know what is required to do so.</p>	<ul style="list-style-type: none">✓ Shared learning objectives and success criteria, mean that pupils know what they need to do to succeed and make progress.✓ Discussion with individual pupils helps to address misconceptions.✓ Pupils can explain confidently and clearly what they have learned and why.	<ul style="list-style-type: none">✓ TA's able to model skills and consider success criteria with pupils.✓ Parents have high aspirations for their children.✓ Pupils encourage each other.

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	<ul style="list-style-type: none">✓ Meaningful marking and feedback ensures pupils know where they need to improve and how to do so.✓ Pupils are given regular opportunities to respond to feedback.✓ Modelling of skills by adults informs learning.	
There is a good pace to pupils learning	<ul style="list-style-type: none">✓ Teachers have high expectations of all pupils.✓ Lessons move at a good pace.✓ Expectations are high and time targets are signalled throughout the lesson.✓ Learning is often chunked with mini plenaries used effectively to assess learning.	<ul style="list-style-type: none">✓ Any interruptions are managed effectively.
Pupils are able to work independently and collaboratively and their efforts are celebrated.	<ul style="list-style-type: none">✓ Classroom displays provide chances to celebrate learning✓ Displays support and scaffold learning.✓ Class rules clearly displayed.✓ Visual timetables are evident and consistent across the school.	<ul style="list-style-type: none">✓ Classroom displays scaffold learning through, vocabulary, punctuation, number bonds, tables, timelines, working walls, and areas for reflection.✓ Parents attend school events and celebrate their child's achievements.✓ Pupils are prepared to work with others.

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	<ul style="list-style-type: none">✓ Planning ensures opportunities given to work both independently and in a group.✓ Pupils are able to work successfully both with and without supervision.	
Sufficient challenge ensures new knowledge, skills or understanding are acquired and consolidated.	<ul style="list-style-type: none">✓ Work is thoroughly planned taking into account pupils prior learning and is properly differentiated.✓ The teacher ensures good pace to the lesson so that all make progress and no one is left behind.✓ Teachers have high expectations of all pupils.✓ Extension activities are provided for all pupils.✓ Questioning, debate and role play are encouraged.✓ Home learning tasks complement work in class and are sufficiently challenging.✓ High order questioning is evident and promotes learning.	<ul style="list-style-type: none">✓ TA's are well informed prepared and utilised.✓ Support is given at home with homework.

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Pupils respond with confidence to challenge	<ul style="list-style-type: none">✓ Teachers have high expectations of all pupils.✓ A ‘growth mindset’ culture is nurtured.✓ Resilience is developed through explicit teaching of growth mind set and strategies to approach problem solving.✓ Mistakes are recognised as learning opportunities.✓ Misconceptions are addressed as soon as possible.	<ul style="list-style-type: none">✓ Carefully targeted support helps to nurture but avoids dependence.✓ TA’s and teachers work with all different groups within the classroom during the week.
Pupils behave well.	<ul style="list-style-type: none">✓ Positive working relationships are established.✓ School ensures that all pupils are aware of the rules and the behaviour policy in school.✓ All staff work according to the behaviour policy in school.✓ Teachers ensure that pupils have some input in to class rules.✓ Pupils demonstrate our Christian values through their behaviour and attitudes.✓ The lesson is well prepared and resourced.	<ul style="list-style-type: none">✓ Parents support school behaviour policy.✓ Pupils are well hydrated and well fed.✓ Pupils have had adequate sleep.✓ Pupils do not want to distract others.✓ Expectations from all staff match those of teachers.

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Pupils are able to apply their knowledge and skills.	<ul style="list-style-type: none">✓ All children have access to the necessary equipment for a task.✓ Teachers plan so that pupils are given opportunities to consolidate skills.✓ Teachers plan regular activities to enable pupils to apply skills and knowledge.✓ Opportunities are given for pupils to coach and mentor their peers.✓ Teachers plan regular problem solving activities to enable this to happen.✓ Open questions are used effectively to extend knowledge.	<ul style="list-style-type: none">✓ TA's are to support but without allowing pupils to become dependent on that support.
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Role of subject leaders

- ✓ To work to ensure outstanding learning characterises their subject.
- ✓ Audit, requisition, organise and ensure maintenance of resources within an allocated curriculum budget.
- ✓ Develop, review and update policy, schemes and guideline documents according to the timetable in the SDP or Action Plan.

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- ✓ Provide leadership, expertise, advice and assistance for all members of staff.
- ✓ Develop and implement appropriate assessment and record keeping procedures, in collaboration with the SMT.
- ✓ Keep abreast of current thinking, developments and statutory requirements, disseminate information to colleagues and initiate/deliver training according to identified need.
- ✓ Keep the Headteacher informed of relevant developments, issues and implications, and advise appropriately
- ✓ Provide professional advice and support to colleagues throughout both key stages.
- ✓ Make the leading contribution to the evaluation of learning through observation, sampling of work and data analysis.
- ✓ Use the evidence and data collected to formulate plans to set targets for each year group that raise standards.
- ✓ Use the evidence and data collected to identify training needs and support either for individuals, groups or the whole staff.
- ✓ Contribute to staff meetings and other school meetings.
- ✓ Keep an up to date log of monitoring activities as detailed in the role of subject leader guidelines.
- ✓ Monitor the implementation of the draft/approved policy and scheme throughout the school in both key stages in order to collect evidence and data to inform the process of improving the quality of learning.
- ✓ Organise and/or lead INSET, development days and staff meetings to respond to identified needs from monitoring activities.
- ✓ Make the Headteacher aware, without delay, of any concerns that may be adversely influencing continuity, progression and the quality of learning.
- ✓ Support the development of the whole school team through appropriate liaison and partnership with others.

Monitoring the policy

This policy will be monitored through lesson observations, planning and work scrutiny, pupil progress meetings, pupil and parent questionnaires and through staff discussion.

It will be reviewed in Autumn 2023.

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