

Worthington Primary School

Teaching and Learning Policy May 2019

We Only Reach for The Highest

The Teaching and Learning policy is the core policy at our school as it sets out how we will achieve high standards in achievement and puts learning at the centre of all that we do. The policy ensures that everyone is committed to achieving a high-quality consistent approach to learning. We are committed to providing an excellent educational experience for all our children.

- Expectations are always challenging and creative
- Children are active and have a voice in their learning and development
- Teachers enjoy teaching and always strive for excellence

Aims for the highest standard of education

Worthington seeks to create a caring and quality learning environment by:

- promoting values and emotional intelligence through our day to day actions and teaching;
- promoting self-esteem by encouraging pupils to value and respect themselves and others;
- providing a safe, happy and stimulating environment in which to learn;
- providing an engaging, broad and balanced curriculum;
- planning which incorporates both challenge and support in and beyond the classroom;
- promoting a growth mindset, encouraging children to take risks and learn through making mistakes;
- providing consistent and continuous quality first teaching.
- having high expectations of learning behaviours.
- promoting critical thinking skills and self-reflection.
- working in partnership with parents, governors and the community.

Learning at Worthington

Learning Behaviour

- Children are actively engaged and encouraged to lead their own learning.
- Children and adults demonstrate mutual respect and positivity.
- Children take pride in their work and how they present it.
- Children are able to say what they are learning.
- Children are aware of the learning outcome and the steps to success for each lesson.
- Children are encouraged to take risks and develop a growth mindset.
- Children are rewarded for effort and resilience when they are faced with a challenge.
- As confidence builds and concepts are mastered children are able to apply their

learning independently.

- Questions encourage critical thinking skills.
- Children initiate questions, lead discussions and respond to questions from the teacher and each other.
- Children assess each other's work and feedback their observations.
- Children reflect on their learning through self/peer evaluation, what they did well and next steps (even better if).
- Children respond to verbal and written dialogue with their teacher to move their learning on.
- Once learning is embedded, children apply what they have learnt to different contexts.
- Children also take up opportunities to learn through a wealth of extra-curricular activities on offer before, during and after school.
- Pupil voice is evident.

Our Learning Environment

- The classrooms are attractive, well-resourced and organised.
- Displays effectively support, inspire and celebrate learning.
- Children are taught to take responsibility for the equipment in their classrooms.
- They are expected to tidy up and look after property.
- Resources appropriate to the task, including technological ones, are used to support and scaffold, ensuring all children can access the learning and make progress.
- Talk partners are reviewed regularly
- Seating is flexible often of mixed ability or based on daily in-school formative assessment.
- All support staff are clear on their role and expectations within each lesson.
- Adults are assigned to work with individuals and small groups.

Our Curriculum

The Primary National Curriculum 2014 is firmly embedded across the school and is the basis of all teaching and learning.

Our Curriculum is designed to engage the children's interest and is bespoke to our School, our location and our community.

Each year groups' curriculum map is based on quality core texts and exciting cross-curricular topics that inspire. This is reviewed and revised annually.

Planning has sharp objectives, based on pupils' prior knowledge.

Planning is informed by formative and summative assessment and sequential steps in learning linked to the evaluation of pupil's current understanding.

Teaching at Worthington

Teachers have a secure subject knowledge of the curriculum that they teach.

Rapid intervention is a key feature of our school; in this way expected outcomes are achieved. All pupils are extended through greater depth challenges.

Collaborative learning is consistently implemented through learning partners and effective questioning.

Teachers know their children well.

Pupils who have English as an Additional Language, Pupil Premium, Special Educational Needs and Disabilities and More Able children are known to the class teacher

Reasonable adjustments are made and outside agency advice is sought and implemented as required for SEND pupils.

Questioning is differentiated to ensure the right level of challenge.

Learning is scaffolded through planning with support from adults where appropriate with equipment and/or resources to help the pupils access the learning. It is our aim to promote greater independence and resilience.

For certain children who are working below their age they follow a personalised curriculum with learning objectives taken from a different year group or a specialist intervention programme based on prior assessment.

In the Classroom we would expect to see:

- Lessons that are creative, purposeful and contextual.
- Objectives are shared and referred to throughout the lesson.
- Pace that enhances the learning and maintains positive engagement.
- High level questioning
- Use of high-quality resources/ texts.
- Teacher modelling
- Achievement and effort consistently recognised and rewarded.
- High expectations of behaviour and attitude to learning.
- Verbal feedback.
- Time for the children to reflect on their learning and identifying their next steps

Continuing Professional Development

Teachers are instrumental in their own Professional Development; actively taking part in CPD sessions within school and elsewhere.

Teaching and learning is monitored by the Senior Leadership Team, Key Stage Leaders, NQT Mentors, subject leaders through work scrutiny and lesson observations.

Verbal and written feedback is given to individuals and at times generic feedback to staff in Key Stage Leader meetings.

Best practice is shared through a variety of channels e.g. Key Stage Leader meetings, lesson observations, coaching, Diamond Group meetings (where staff working in cross-phase alliance look at aspects of school improvement).

The National Teaching Standards are used for both monitoring and appraisal purposes. Teachers evaluate themselves against these standards for self-appraisal.

What must staff at Worthington do to teach well and support learning?

Teachers must

- Know their children and differentiate teaching to meet each individual learning needs
- Plan and assess what is taught and identify next steps in learning
- Provide interesting and challenging lessons; make learning opportunities relevant to the needs and interests of learners and plan opportunities for deeper learning and understanding
- Motivate, inspire curiosity and promote a good attitude to encourage positive learning behaviours
- Use effective marking and feedback to engage and extend learning to include ways of how to move forward
- Have high expectations for all learners and celebrate achievement with the child
- Address underachievement and intervene promptly and robustly
- Have strong subject knowledge and follow the school's policies at all times
- Create a safe, secure and stimulating learning environment
- Actively engage parents and carers in their children's learning in school and at home
- Adapt questioning to test and challenge children's understanding and promote deeper thinking
- Moderate children's work regularly with colleagues to ensure accuracy of making judgements
- Engage in high quality CPD through a range of opportunities including staff meetings, twilights, courses at and beyond school and observing and sharing good practice and ideas.

Support staff will effectively promote learning by

- Know the children and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in planning and providing inspiring lessons
- Communicate and feedback observations of children to teachers
- Ask questions to ensure clarity of expectation
- Support the teacher with preparing resources to support learning
- Have high expectations for all learners and celebrate achievement
- Demonstrate and model self as a learner

Leaders will support learning by

- Model respect, consideration and kindness to all
- Inspire all members of the learning community to achieve personal excellence
- Celebrate achievement at all levels
- Have high expectations for all staff and children

- Provide support and guidance through coaching and mentoring
- Hold staff and children to account for their behaviour and actions
- Plan and evaluate policies and strategies to secure high quality learning
- Manage resources to support high quality learning
- Promote team working at all levels
- Address underachievement and intervene promptly

Learners will support learning by

- Take responsibility for their own learning
- Be able to work alone with confidence and independence
- Be able to work co-operatively and support other learners
- Respect the rights of others to learn
- Put maximum effort into all work, staying focused at all times
- Know their targets and how to improve
- Complete home learning activities regularly
- Follow The Worthington Way and behave responsibly towards self and others
- Show enthusiasm and curiosity for ideas

Governors will support learning by

- Know the school well and understand the strategic overview of the school
- Be known to and be familiar to all staff and pupils
- Attend meetings, monitor activities and special events
- Monitor progress and standards of teaching and learning throughout the school
- Observe and monitor the life of the school according to agreed protocols
- Promote the school in the wider school community
- Represent the school to outside agencies
- Feedback observations in the appropriate forum
- Provide positive role model as volunteers
- Respect confidentiality
- Support staff in providing a range of curricula and extra-curricular activities