

# ORFORD CEVAP SCHOOL

## TEACHING AND LEARNING POLICY



DATE POLICY AGREED

DATE FOR REVIEW

## **Ethos**

At Orford CEVA Primary School, our learning acknowledges the unique child and tailors learning provision around this. We believe that our children are 'seeds in the good soil' and work to develop mastery for children in all learning by providing deep, high quality learning opportunities. This ensures that pupils leave our school with a passion for learning and confidence in their knowledge, understanding and skills to take on to the next step of their education. All stakeholders understand that learning is a partnership and we acknowledge that teachers teach and children learn best, grow and flourish when allowed to use their own individual styles, so allow flexibility within our curriculum and its delivery to accommodate this. We embrace children's uniqueness and value free expression, and also use their voice to develop and shape the experiences we offer them.

Children are encouraged to take up extra-curricular activities to develop as a person and enhance their school and childhood experiences.

The intentions laid out in our curriculum policy underpin the aims of our teaching and learning policy.

## **Teaching and Learning Strategies**

**Teaching and learning include:**

- Quality first teaching in all subjects, where teachers know their subjects and the curriculum well, not just for the year groups in their class
- Embracing individual teaching and learning styles and know this will give the best experience for all stakeholders
- Flexibility on planning methods and styles
- Dove-tailing ideas and concepts (where appropriate) to enable pupils to benefit from cross curricular practice in using and applying learning in any one subject
- Spiral learning in all curriculum areas to ensure mastery
- Curriculum days
- Whole school enrichment activities and trips
- All pupils being engaged in reasoning and problem solving tasks and given the chance to reach greater depth, regardless of starting points

- Teachers' understanding the individual needs of all of their pupils and appropriately modifying provision and differentiating learning.
- Producing personalised curriculums and/or plans for pupil working well below age expectations, this will be delivered within the classroom as much as possible

### **Learning processes and styles develops pupils:**

- in leading their own learning, to question and follow their lines of enquiry, to be resilient/have and use a growth mindset
- in taking pride in their work and its presentation
- in explaining what they are learning and their steps to success, not what they are doing
- through rewarding effort and resilience as well as attainment
- through encouragement to increasingly apply learning independently
- through reviewing each other's work and responding to feedback
- in reflecting on their own learning using self and peer evaluation
- in having a voice which is responded to through policy, practice and environments

### **Planning must:**

- Follow the curriculum policy
- Recognise the individual needs of pupils and demonstrate understanding of the individual through planning and provision
- Use ongoing assessments as the basis for planning
  - Provide opportunities for a range of scaffolded learning experiences e.g. collaborative learning, independent learning, problem solving, review and revise opportunities in every lesson
  - Ensure all adults are clear on the learning intention and steps to success for every lesson
  - Assign adults to work with individuals or small groups and ensures adults are clear on their role

**Adaptation should always:**

- Be responsive to children's needs
- Set high ceilings for all
- Enable pupils to choose their entry points whenever appropriate
- Separate tasks by levels of pupil understanding
- Be reflected in classroom organisation and environments e.g children having access to displays, resources, manipulatives to support learning

## **Roles and Responsibilities**

**Head Teacher and Senior Leaders are expected to:**

- Recognise individual strengths and needs of all staff and consequently deploy them for effective provision
- Use performance management and appraisals to promote high quality teaching and learning
- Offer support and guidance through coaching/mentoring
- Use monitoring consistently and rigorously to ensure all children, regardless of starting points, are making at least expected progress in all curriculum areas
- Monitor progress of school improvement targets and report to governors
- Ensure SDP is learning focused, reviewed termly and subsequent planning is responsive
- Celebrate achievements on all levels
- Hold staff to account for behaviour/actions or failing to adhere to professional standards and policies.

**Governors are expected to:**

- Know the school well and understand the strategic overview
- Monitor the effectiveness of Teaching and Learning approaches
- Ensure buildings and premises are used optimally

- Feedback observations and evaluate impact in appropriate forums
- Support the use of appropriate teaching strategies by allocating resources effectively
- Seek to ensure staff development and performance management promote high quality teaching and learning.

**All classroom staff are expected to:**

- Recognise the individual needs of pupils and know them well
- Be good role models: punctual to school and lessons, well-prepared and organised
- Have a positive attitude to the development of their own expertise
- Have consistent high expectations of learning and behaviour from pupils
- Set a climate of aspiration in the school
- Keep up to date with current issues and guidance

**Teachers must also:**

- Provide challenging and stimulating learning based on constant formative assessment.
- Address gaps in progress and intervene promptly and robustly
- Work collaboratively with parents, the wider community and external bodies
- Support staff in their role as a subject leader

**Learning Support Assistants/TAs must:**

- Support teaching and learning with flexibility and resourcefulness
- Ask questions to ensure clarity of expectation
- Communicate and feedback any observations to teachers
- Be good role models
- Engage with and use training offered by the school in line with the SDP

## **Environments**

- Classrooms are tidy, attractive, well-resourced and organised for the children
- Displays are bright and attractive; effectively supporting, inspiring and celebrating recent and current learning
- Children are taught to take responsibility for the equipment in their classroom and help with tidying up
- Resources appropriate to a learning task are readily available for children, and children know which resources they can freely access at any time
- Seating is flexible and responsive to children's needs

## **Resources**

- Staff have the following resources available to them in school:

Curriculum pack which includes the curriculum intent document, long term plans for all curriculum subjects, knowledge organisers for individual units and signposts to other resources

White Rose planning and scheme of work for maths

Literacy Shed+ subscription for reading VIPERs and writing units

Access to 1Decision PSHE planning

Access to the Suffolk RSE/PSHE portal (can be obtained through HT)

Classroom secrets subscription for curriculum resources

The Emmanuel Project for RE planning and resource signposting; bibles and prayer books

Charanga/Suffolk Music online login

Little Wandle

Suffolk Art and Design curriculum book with planning and resources

15 ipads and 30+ chromebooks

Beebots and robotic cars

Lego WeDo2 kits

A range of children's fiction and non-fiction for all age groups

Education books on all subject areas

Manipulatives/resources/artefacts for all subject areas in shared resource cupboard

- All staff are free to research and find their own supplementary resources to compliment learning
- Subject leaders are in charge of monitoring these and updating accordingly

## **Assessment, Recording and Reporting**

- See assessment policy

## **Homework**

Any work undertaken outside of the school day may play a positive role in raising a child's level of attainment, however we greatly acknowledge the importance of play, outside experiences and opportunities as well as free time in a child's development.

### **Aims:**

- Promote home support of each child's learning
- Develop the skills of an independent learner
- Consolidate and reinforce learning that has taken place in school
- Allow children to practise skills taught in class

### **Whole School Homework:**

- All children from EYFS to Year 6 are expected to read to an adult at home at least 4 times per week for approximately 20 minutes

- . EYFS and Year 1 pupils are set weekly phonics practice in line with their current phonics learning
- . Years 2 to 6 are also set a short spelling activity (approx. 20 mins) and times table practice (approx. 20 mins) weekly. Times tables are usually set via the “Sumdog” app subscribed to by the school.

**Additional Work:**

- . Occasionally it may be appropriate to set additional homework such as learning songs/lines for school productions, undertaking a small project (e.g. Science week), practising music or trip preparation work

**Teachers are expected to:**

- . Set homework weekly.
- . Ensure children and parents are clearly informed of tasks and due dates
- . Collect work weekly
- . Acknowledge completed work by a tick/team points/stickers/other appropriate awards

**Children and Parents are expected to:**

- . Aim to complete all homework set weekly and hand it in on time
- . Speak to the class teacher for clarification or support if there are any issues
- . Encourage pupils to take pride in presentation and quality of work
- . Record daily reading in the child’s reading record or in the case of older pupils, countersign independent reading undertaken.