



Teaching and Learning Policy

To motivate, educate, nurture

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Contents

1. Rationale
2. Our expectations
3. Ensuring our expectations are met
4. Monitoring of teaching and learning

Related documents

- Curriculum Policy
- Subject Leader Policy
- Home Learning Policy
- Marking and Feedback Policy

1. Rationale

At Stanton St Quintin Primary School we believe that the interdependence of the teachers and learners is at the heart of effective learning and thus the academic success of our children. Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement, attainment and engagement.

We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. Encouraging children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

2. Our expectations

At Stanton St Quintin, we expect that our teachers and other staff to:

- meet the teaching standards
- meet the recommendations set out in the Education Endowment Foundation
- have high expectations of what every pupil can achieve
- have a secure understanding of the age related expectations for the age group they are working with and have relevant subject knowledge that is applied effectively to their planning and teaching
- have a secure knowledge of who the groups of children in the schools are: for example: disadvantaged, SEND, EAL etc.
- have a secure knowledge of the starting points of all of the children and the related end of Key Stage targets
- ensure that assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years

- use assessment information to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
- ensure that our pupils understand what to do to improve as a result of useful feedback, written or oral
- engage with parents, carers and employers to ensure they understand how children and learners are doing in relation to the standards expected and what they need to do to improve, including home learning
- ensure that equality of opportunity and recognition of diversity are promoted through teaching and learning
- actively participate in the appraisal process, listening to advice on areas for development and acting upon them
- learning focuses on embedding skills and knowledge, then building on this learning from lesson to lesson, week to week and year to year
- actively seek out and participate in professional development
- promote English, mathematics and the communication skills necessary to function as an economically active member of British society.

3. Ensuring our expectations are met

The above expectations will not be met on their own and we need to be rigorous in upholding them. Outstanding teaching and learning doesn't just 'happen'; it is the result of a combination of creativity, detailed planning, effective assessment, worthwhile feedback, stimulating and well-resourced learning environments, positive relationships and challenge for all.

All children, regardless of their ability, should receive high quality teaching and in every subject area so they can succeed personally and academically. High quality teaching and learning is at the heart of everything we do.

To look at how we ensure expectations are met, it is important to look at a few different areas:

3.1 Teaching and Learning Development

- We share our positive classroom experiences as an opportunity for staff to try out new approaches in their classrooms.
- The main focus of our weekly staff meetings is to provide CPD opportunities; the dissemination of general information comes second to this - unless there are pressing issues to be discussed.
- We have a small staff, which means we develop teaching and learning together, rather than in separate teams.
- All new teachers receive a thorough induction and ECTs have a designated mentor who organises support packages which include a number of sessions with the teaching & learning lead, the SENCO etc.
- We empower our TAs and TAs often join the teaching staff on INSET days to complement their tailored programme of CPD.
- We provide as many opportunities as we can to observe each other's teaching and learning, in a supportive capacity, and provide peer to peer support, advice and coaching.

- We have a 'learning from each other' culture. Teachers are encouraged to constantly ask themselves 'how can I improve further?'
- If the standard of a teacher's performance is a concern, the Headteacher will act in accordance with the School Staffing Regulations 2009 which requires the Governing Body to have procedures for dealing with any lack of Capability of their Employees.

3.2 Physical Learning Environment

For a small school, we have a good amount of space for the children to learn in. We have four classrooms for teaching, a separate library/group room, a large school hall, a meeting room and lots of outside space with an outdoor classroom – all within beautiful rural surroundings.

As part of our strong environmental ethos, outdoor learning is an integral part of our curriculum. Using the outdoor learning environment brings learning to life and improves an individual's ability to work co-operatively while offering the opportunities to take risks, make choices and initiate learning.

We want our classrooms to help provide a positive learning culture. A teacher's job is to provide this positive culture by setting rules, expectations, engaging lessons etc., but the physical environment can go a long way to creating this culture too.

Therefore, we insist that all learning spaces:

- offer support for all learners and are inclusive e.g. visual timetables
- contain resources to support independent learning
- display exemplary pieces of children's work in a range of subjects
- contain maths resources to support maths mastery
- have bright, stimulating and interactive displays and areas
- contain up to date working walls
- are tidy, neat and not cluttered

3.3 Learning Culture

At Stanton we vary our teaching, using different learning styles, to ensure that we engage and enthuse all of our children. Although these approaches can be different, they are underpinned by a set of fundamental principles:

- All children are engaged and working hard.
- The learning space is calm. This may not always mean 'quiet', but all of the children are on task and following the school rules.
- There is evidence of the children exhibiting our school values in every lesson, for example, a conclusion of science investigation is an example of 'reflection'.
- Learning is planned with engagement in mind - each group is different and may need a different approach.
- When asked, the children can explain 'what' they're learning, 'why' they're learning it and what the next steps in their learning are.
- The children will show a good degree of independence and not an over reliance on the teacher.

- The children show an eagerness to learn and make progress.
- The children will be respectful of one another and help each other when they get stuck

3.4 Learning Outside the Classroom

At Stanton, we recognise and value the impact that learning outside of the classroom has on the overall education of our pupils. Our smaller size does not restrict our ability to give our children these experiences; if anything, the smaller cohorts mean an increased amount of opportunities!

We strive to ensure that every child has access to a range of academic, creative, musical and physical activities beyond what is taught in the classroom. We develop programmes that meet the needs of all pupils, including those with learning and physical disabilities and provide enjoyable experiences, where positive attitudes of teamwork and cooperation, competition and tolerance may develop.

- Children in the Early Years use the onsite – small woodland area each week.
- KS1 children apply their learnt skills in the woods on a weekly basis. This allows children to: regular opportunities to appreciate and enjoy their local woodland, develop an understanding and respect for natural place and experience nature at first hand through a series of engaging and achievable tasks.
- We consult with our students and provide clubs that they are interested in. Pupil voice is very important at Stanton and is done through the Houses Captains. We also form working groups across the year of children of all ages who are interested in a particular project.
- We organise clubs which target groups of children, build on their talents and provide new opportunities for our pupils. E.g. Lacrosse
- Every year, we take children in Year 5 & 6 on a residential. This residential trip develops the children socially and academically and is focussed on building skills such as teamwork, self-esteem and confidence as well as having clear links to the curriculum.

3.5 Home & On-line Learning

At Stanton we use home learning to practise specific key skills and knowledge that the children need to embed. We feel that homework needs to be focused, easy for parents and children to follow and most of all, worthwhile. For more detail, please refer to our Home Learning Policy.

During the COVID-19 school closures we developed our use of Seesaw to provide home learning for those not in school. We continue to use this to provide home learning when appropriate.

3.6 Interventions

We offer two types of intervention - short and medium term. Short term interventions focus on those children who struggle to grasp particular concepts taught in class throughout the week. They are informed by formative assessment strategies used in class. These interventions focus on reading, writing and maths support. The short term interventions focus on quick gains. They address immediate issues and gaps in learning identified by the teachers from what has been taught during the week.

Medium term interventions are offered to children who have been identified as 'target pupils'. These pupils are discussed at pupil progress meetings throughout the year. Interventions for these pupils take place over a longer period of time and are informed by both formative and

summative data. Class and cohort interventions are logged on a whole-school provision map. Children on our SEND register, will usually have individual support plans with specific targets, updated termly.

3.7 Feedback

Our feedback policy outlines our approach to feedback in more detail. We believe that the feedback is one of the most important tools in providing high quality learning. It is a cyclic process that only works if it is timely, engaging and purposeful.

In a classroom setting, feedback can take place in a number of different ways. We do not expect a particular amount of written or verbal feedback, but we do expect that feedback is provided for every piece of work. We do not expect teachers to write comments every time, but it should be clear that the children have responded to the feedback they have been given. For example, there might not be any teacher written feedback, but there is evidence that the child has corrected their spellings.

Therefore for school staff, the most important principles are that:

- No age-related misconception is left unchallenged
- We expect the children to know the content of the previous year's learning, for example, a Year 3 should not be making spelling mistakes with words they learned in Year 2. This should also be challenged
- Learning is always acknowledged - whether verbally or in writing
- The pupils should be able to explain how their teacher provides feedback and how it helps them improve in their learning.

3.8 Planning

Our teachers use assessment information to inform their planning. Teachers are encouraged to plan in a format which is meaningful to them and the needs of their children. Teacher's planning should be a working document which changes day by day to reflect the needs of the pupils and match their abilities. Long-term planning and curriculum mapping is completed at the beginning of the academic year and identifies cross-curricular opportunities across the curriculum.

4. Monitoring of teaching and learning

The Executive Headteacher/Head of School and the subject leaders monitor teaching and learning across the curriculum. Each term we review the core subjects and because we have a small staff, the foundation subjects are reviewed on a rolling programme - unless one becomes a priority. When monitoring teaching and learning, we look closely at planning, books, pupil's work and assessment information as well as observing lessons and speaking to children.