

# **Edith Cavell Lower School Teaching and Learning Policy**

## **Introduction**

At Edith Cavell Lower School, we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **Aims and Objectives**

We believe that people learn best in different ways. At our school, we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

### Through our teaching, we aim to:

- Enable children to become confident, resourceful, enquiring, independent and reflective learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them to value and feel valued as part of this community;
- Enable children to grow into reliable, independent and positive citizens.

### Working as a team, we aim to:

- Provide a consistent approach to teaching and learning and the use of resources using a range of teaching styles
- Constantly seek to improve the quality of teaching and learning through accurate self evaluation
- Recognise, support and share good practice across the school
- Implement agreed assessment procedures
- Monitor the use of homework and its effect on learning
- Develop the role of curriculum co-ordinators so that they are effective in promoting high standards in their subjects
- Develop the home school partnership

## **Effective teaching**

Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the Foundation Stage Curriculum, the new National Curriculum, the Cambridgeshire Primary Personal Development Programme and the Agreed Syllabus for Religious Education to ensure continuity and progression across the school.

For teaching to be effective, it is necessary to:

- Assess children's knowledge and skills, to know the pitch of the lesson
- Develop a clear and structured plan leading to a well prepared differentiated and well delivered lesson that includes pace, rigour and good use of time
- Have a clear learning objective that is shared with the children
- Have clear success criteria so children know what they have to do
- Self and peer assessment is used against the success criteria
- Ensure feedback whether verbal or written is linked to the success criteria
- Review the learning at the end of the lesson and link to future learning
- Use a range of teaching strategies to include:

- effective questioning
- interactive teaching
- balance between child/teacher talk
- Teacher questioning, modelling and explaining
- Have appropriate challenges and expectations of all children
- Deploy teaching assistants effectively
- Use appropriate resources
- Manage behaviour so that children are keen to get on with their work
- Provide a secure and friendly environment in which children can experiment and learn from their errors
- Ensure teachers are well informed, confident and enthusiastic
- Deliver the lesson enthusiastically so that the children are motivated and enjoy their learning
- Ensure opportunities for applying Literacy, Numeracy and ICT skills across the curriculum
- Involve all the children
- Praise and encouragement to motivate pupils further

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's ability. When planning work for children with special educational needs we use the information in their Provision Maps. We have high expectations of all children and we aim to ensure their work is of the highest possible standards.

### **Effective Learning**

We acknowledge that children learn in different ways and when planning lessons, wherever possible, we try to ensure that there is a visual, auditory and kinaesthetic element to each lesson.

#### **Effective learning takes place when children:**

- Make progress during the lesson
- Know what they need to do to improve their work
- Are able to reflect on their learning and be involved in self assessment
- Know how today's work relates to previous work and what may be the next stage
- Understand the criteria used to assess their work
- Are confident in explaining what they have learnt and why
- Can apply their learning to other situations or teach it to someone else
- Are involved and participate in the lesson
- Are willing to ask and answer questions and contribute to discussion
- Sustain concentration and application to the task
- Have high self esteem
- Choose appropriate resources to aid their learning
- Are able to work independently
- Are able to work collaboratively
- Have a desire to achieve and succeed

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn. A range of self and peer review, as well as planned plenaries are used during lessons to review the key learning objectives and to assess the level of understanding. Children are able to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

#### **Target setting and tracking**

Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessment (against new NC year group expectations) and test results. Strengths and areas for development are identified to

inform planning and to implement intervention programmes as appropriate. Data is collected on a regular basis and is shared with the staff following Pupil Progress meetings.

Pupil progress meetings are held half termly to identify strengths/weaknesses in performance and/or identify CPD requirements. Parents/carers receive regular updates on their child's progress so that they can provide support/encouragement as appropriate.

The Headteacher and curriculum leaders monitor pupil progress through regular lesson observations, pupil interviews, book and planning scrutiny.

### Focused assessment

Secure knowledge of each pupil's current progress is a key element of teaching and learning at Edith Cavell Lower School. Teachers keep information in assessment files and collate data on 'Integris G2'. Lesson planning is based on prior learning and throughout the learning process, active assessment is required to ensure that the expected rate of progress is being made.

Summative assessment opportunities are detailed in the assessment calendar. These include optional and end of KS tests and standardised tests in spelling and reading. End of Unit evaluations are used for all subjects other than Maths, Reading and Writing and Science. Regular continuous assessment is central to teaching and learning practice.

### Intervention

It is expected that most pupils at Edith Cavell Lower School will make at least the expected rate of progress through quality first teaching. However, for some pupils this approach may not be sufficient and these pupils, at various stages, may benefit from additional small group or 1:1 intervention programmes to enable them to make the progress required to achieve their full potential.

Central to the effective planning of an intervention programme is the knowledge the teacher has of a particular pupil or groups of pupils. When considering pupils for either Wave 2 or Wave 3 interventions, a wide range of assessment evidence is drawn upon to support judgments made about pupil progress.

### Pupil Grouping

All classes are of mixed age and ability. In order to meet the learning objectives and learning needs and to provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the key stage and within their classes, including:

- ability groups (maths, phonics)
- skills based grouping (guided reading/writing/numeracy)
- paired work (response partners) to facilitate discussion
- individual work
- pupil choice
- whole class groups
- mixed ability groups

## **The Learning Environment**

It is essential that the school environment is safe and secure, but also needs to be attractive and welcoming, celebrating success and achievement and aiding learning by promoting independent learning. All areas and resources of the school should be clearly labelled. Curriculum coordinators are responsible for ensuring the accessibility of communal resources and teachers are responsible for setting up their classrooms appropriately.

All classrooms are well resourced (each room containing an interactive whiteboard, classroom computers with internet access, class libraries of fiction and non-fiction books etc) facilitating a wide range of different teaching and learning activities. Visualisers are used to share and celebrate children's work.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

In Early Years we provide an 'enabling environment', with each area set up to provide opportunities for learning across the curriculum, both indoors and outdoors. The learning environment is designed to encourage EYFS children to move freely between areas, both inside and outside.

The learning environment is organised to ensure the children have the opportunity to take part in:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- using of ICT;
- a range of experiences - fieldwork and visits to places of educational interest;
- visitors
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity
- activities in the outside classroom/environment
- homework activities
- take home family tasks

Learning takes place in an environment which:

- Challenges and stimulates
- Is peaceful and calm
- Is happy and organised
- Is well resourced and clearly labelled
- Makes learning accessible
- Encourages and appreciates
- Is welcoming
- Provides equal opportunities
- Provides a working atmosphere

We expect our classrooms to be attractive learning environments which display children's work to show children their work is valued. Displays are changed regularly, to ensure that the classroom reflects the topics studied by the children. Highly visual and interactive displays, for example, 'learning walls', are used to engage pupils and encourage self-help strategies. We believe a carefully planned, stimulating environment sets the climate for learning and encourages the children to access resources independently.

### Curriculum Organisation

We use a creative thematic approach to teaching, based on the new National Curriculum, which sets out the aims, objectives, and details of what is to be taught in each year group or key stage. We have designed a 2-year rolling programme of topics to meet the needs of the different age groups while ensuring continuity and progression. Our medium and short-term lesson plans contain detailed information about the learning objectives and success criteria, the teaching activities and tasks to be set, the resources needed, and the type of assessment to be used.

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of the full range of learners, including:

- gifted and talented
- learners with learning difficulties and disabilities
- learners with English as an additional language
- girls and boys
- looked after and vulnerable children
- learners with social, emotional and behavioural difficulties

## **Rules and Routines**

Routines and rules in the classroom contribute to a positive learning environment. To be effective they are:

- Agreed by the children and clearly understood
- Fair and consistent
- Realistic and positive
- Kept to a minimum but enforced

## **Achievement**

We recognise children's achievement through:

- Verbal or written praise by teachers, teaching assistants, peers, Head teacher and parents
- Displays of work
- Opportunities to perform and share
- Recognition in celebration assembly
- 'Star of the week' award
- Special Reward Time – a class reward for those children who have shown a positive attitude in the classroom and playground
- 'Values' award
- 'Reader of the week' award and Reading Certificates

## **Management**

The Governing Body will:

- Be a critical friend
- Monitor the curriculum and standards of the school

The Head teacher:

Has overall responsibility for the delivery of the curriculum and the standards of teaching and learning throughout the school.

Curriculum coordinators will:

- Monitor and evaluate standards in their subject in line with the school development plan and the monitoring timetable
- Identify actions for improvement in discussion with the Head teacher and review this annually
- Keep up to date with current developments and inform colleagues
- Provide guidance and support in implementing the curriculum
- Ensure progression, consistency and continuity
- Organise and inform colleagues about available resources
- Advise, cost, prioritise and order resources

Class teachers will:

- Plan effectively and monitor the outcomes
- Set individual targets for reading, writing and mathematics
- Place lessons within the "big picture" and relate to previous and future learning

- Make learning objectives and success criteria explicit to children for every lesson
- Implement the school's marking and feedback policy
- Ensure the children know what they are doing and what they need to do to improve
- Provide a classroom where resources are well maintained, labelled, easily accessible and encourage independent learning
- Use challenging and differentiated activities
- Use agreed assessment strategies and record keeping
- Value every child regardless of ability, race, gender, age or achievement and help him/her to reach his/her potential
- Provide appropriate, stimulating resources and displays
- Have a positive attitude to change and his/her own professional development
- Use other adults effectively
- Foster good home-school links and be willing to meet with parents where necessary
- Contribute to and work as part of the school team, committed to school and personal improvement.

### Parents' role

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

- holding curriculum meetings to explain our school strategies for teaching the new National Curriculum;
- making the rolling programme and curriculum maps for each year group and key stages available on the school website;
- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.
- holding parents' evenings which provide an opportunity to discuss progress children are making.

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:-

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- 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;
- fulfil the requirements set out in the home/school agreement

### **Monitoring and Review**

All our teachers reflect on their strengths/areas for development and their professional development needs are planned for accordingly through Teachers Appraisal. We provide internal and external guidance to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice. We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

October 2015

Teaching and Learning Policy October 2015