



**PERIVALE**  
PRIMARY SCHOOL

## Teaching and Learning Policy

Committee with oversight for this policy – Teaching and Learning Committee	
Policy to be approved by the Teaching and Learning Committee	
Policy last reviewed by the Teaching and Learning Committee	09/11/2018
Policy last ratified and adopted by The Teaching and Learning Committee	09/11/2018
Policy / Document due for review	Autumn 2021

## **Introduction**

Learning and teaching is the core business of our school. It is our aim to motivate all our students to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We aspire to prepare students to be successful in a rapidly changing world that has many challenges some of which are yet unforeseen. We can only nurture flexible and creative learners if teachers and students work in partnership to create a stimulating and successful learning environment. Therefore it is our aim to involve our children fully in the learning process thereby promoting an active culture of learning.

## **Aims**

- We want all the children in our care **to feel** valued, motivated, trusted and encouraged.
- We want all the children in our care **to be** interested in the learning set and motivated by her/his success.
- We want all the children in our care **to develop** independence, an enquiring mind, to have positive self-esteem, high confidence and to be tolerant and respectful of others.
- We set high expectations for all our staff and pupils in all aspects of school life.
- All staff will ensure that the classroom is an inclusive environment that embraces diversity, where pupils' contributions are valued and positive steps are taken to ensure inclusion of all groups and individuals.
- This policy will identify the practice that all our teachers have agreed to follow in order to get the very best from the children.

This policy functions as an umbrella policy for several others, which concretize its implications. Each section references the school policies directly related.

Policies to read in conjunction with this are

- Behaviour Management
- Assessment, Marking and Feedback
- SEND and More Able Policy
- Quality Assurance

Each aspect of teaching and learning is based upon a set of key principles established through discussion around the conditions under which children learn best. Each key principle sets out the expectations for members of the school community and the implications for the school leadership team and governing body. These key principles are outlined in the Teaching and Learning Cycle (Appendix 1) which is used as a basis for planning and delivering lessons across KS1 and 2.

This policy is to be used in several different ways in order to keep it active, up to date and relevant:

- For induction
- For performance management
- For coaching and mentoring

- For SLT meetings
- To review progress of the school

### **Key principles**

Children learn best when:

- The whole school team works and collaborates effectively
- Their learning is well planned and differentiated, with tasks well matched to abilities, interests and learning style
- They clearly understand the purpose, context and content of what is being taught
- Their learning is evaluated and assessed and they are clear about what they need to do to make further progress
- They are happy and secure in school, feel valued for their efforts and their individuality
- They are supported by their peers and work as part of a learning community
- Their learning is supported at home and there is strong communication between home and school
- Their learning environment is purposeful, well organised, varied and inspiring, they have a positive and confident attitude towards learning and feel involved, inspired and motivated
- When their physical, spiritual, moral, cultural, social and emotional needs are understood and valued

### **Ethos**

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. As the majority of our pupils speak English as an Additional Language this underpins all planning and delivery of lessons and activities across the school. Teachers rarely refer to it explicitly but it is embedded in everything that we do. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and other desirable learning outcomes.
- Valuing and celebrating pupils' success and achievements.

- Reviewing personal and professional development by providing appropriate CPD, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and teaching of teaching with all staff.

### **Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research
- Group work
- Pair work
- Independent work
- Whole class work
- Higher order questioning (Thinking Keys, Thunks, Learning Classroom activities)
- Use of ICT
- Fieldwork and visits to places of educational interest
- Creative activities
- Use of multi-media resources
- Debates, role plays and oral presentations
- Designing and making things
- Participation in physical activity
- Reflecting on what has been learned

We encourage 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. Self review and peer review strategies are used, as well as planned plenaries during and at the end of lessons to review the key learning objectives and to assess the level of understanding.

### **Effective teaching**

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans based on the International Primary Curriculum, Success for All and the National Curriculum to plan our teaching. This sets out the aims, objectives and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- Explicit Learning Objectives which are understood by the pupils
- Success criteria that is generated with the children
- Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations
- Opportunities to review and reflect on the learning

- Thinking time before answering questions
- Thorough preparation
- Shared learning
- Clear expectations of what pupils are expected to achieve by the end of the session
- Open-ended, thought provoking, challenging questions of the children
- Support for the learning of pupils with differing abilities
- An atmosphere where children are prepared to take risks
- Innovative teaching appropriate pace to the lesson
- Lessons where children's understanding is developed through active, practical and first hand experiences,
- Involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference
- A planned program of educational visits to reinforce and stimulate
- Developmental feedback and constructive criticism of pupil's work
- Opportunities for structured talk

### **Environment**

Teachers will create an environment:

- That will be conducive to learning
- That will be stimulating and inviting
- Where pupils experience low stress and high challenge
- Where children feel comfortable and secure
- Where working walls promote independent learning
- Where music may be used to set the atmosphere for the lesson: calming, invigorating...
- That will have a low noise level where appropriate
- That reinforces the learning of the classroom
- That pre-empts the learning through vocabulary displays
- That presents a positive image of the pupils, school and their work
- That explicitly displays the class rules and the school rules
- That reflects the cultures, religions and nationalities of the pupils which make up our school community
- That is physically bright and stimulating
- That is calm
- That provides an atmosphere where the child feels confident to take risks and be enterprising
- Which is resourced effectively to maximise pupil's performance
- That creates opportunities to develop the child's social skills
- Challenge and encourages enthusiasm.

## **Management**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs and English as an additional language:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest, co-operative learning)
- One to one teaching
- Conferencing (feedback given in person)
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge. Teaching assistants, learning support teachers and external agencies will be employed to support children as necessary.

## **Organisation**

Each class teacher will make known to their classes how to independently access resources to facilitate their learning.

Pupils within each class may have responsibility to monitor and care for equipment and resources within Health and Safety Guidelines

## **Behaviour Management**

This is outlined in the whole school Behaviour Policy.

## **Planning**

Plans will be typed and saved- in the appropriate year group. The week should be clearly identified. Where a scheme provides a detailed plan this will be used but may be adapted to match the needs of learners in the class.

- The most important parts of any plan are the learning objective and the success criteria
- The learning objective should be detailed and clear (contain an active verb)
- The success criteria should be created with the children but pre-planned by the teacher before the lesson
- There should be evidence of differentiation on the plan to ensure the needs of children with SEND or more able are met. This includes identification of particular focus children and indication of level of support/ challenge to be given.
- There should be reference to SMSC, ICT and literacy links where appropriate and relevant

## **Monitoring planning (refer to Quality Assurance Policy)**

Phase Leaders and SLT will monitor planning. Feedback will be provided individually to staff and key issues highlighted for whole school development.

## **Marking, assessment and record keeping**

This is outlined in the Assessment, Marking and Feedback policy

## **Inclusion**

We aim to be an effective school in which all pupils, whatever, their educational needs or personal circumstances experience learning that is fully inclusive. We offer a curriculum that is broad and balanced that provides effective opportunities for all children to learn and achieve their true potential.

We use the key principles that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We have high expectations of all our children in an educational, social and behavioural capacity. We aim to provide positive role models.

## **Expectation of Parent / Carer**

Parents have a key role in the education of their children. School staff will do all they can to inform parents about what and how their children are learning.

Communication will include:

- Informal contacts, before and after school to discuss welfare issues and immediate concerns.
- Parental consultation meetings and curriculum information, which take place regularly.
- Annual reports to parents, which give information about attainment against national expectations.

At Perivale we run regular sessions to engage parents in the learning process; workshops where parental practical support is invited, enjoy volunteer support in and around the school

Parents and carers support children by:

- Ensuring that children attend school in good health, regularly and punctually, avoiding holidays during term time.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.
- Ensuring early contact with school to discuss matters that affect a child's progress.
- Giving due importance to homework, hearing reading, assisting the learning of tables and spelling.
- Allowing children to take increasing responsibility as they progress through the school.

## **The Role of the Governors**

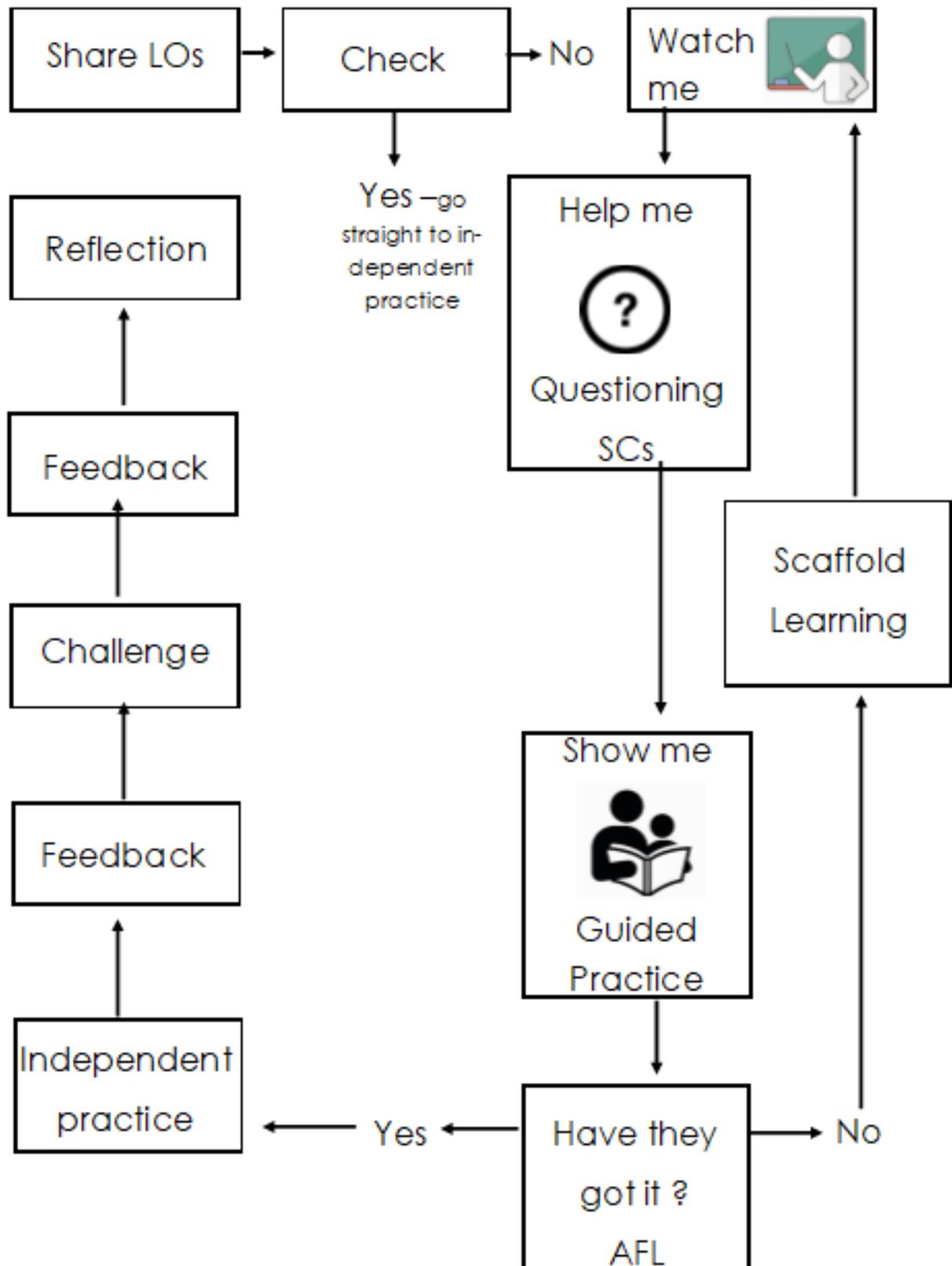
It is the role and responsibility of the Governing Body to monitor and review this policy and its practice through:

- Regular curriculum visits in their designated subject area(s)
- Regular meetings with leaders of their designated subject(s) to inform themselves of developments and issues
- Reporting to the Teaching and Learning Committee of any issues arising following visits or discussions

### **Review**

The Teaching and Learning Policy will be reviewed every three years. An early review of the Teaching and Learning policy may be initiated in response to national or local initiatives.

## Teaching and Learning Cycle



### Sharing

The teacher shares the learning intentions, the big picture and vocabulary.

### Checking

Find out what they can do already .Some may be able to start independent work now.

### Teaching-

This can be with the whole class, flexible groups or individuals- over a lesson or a unit.

- Modelling ‘Watch me’

The teacher models the task, demonstrating and thinking out loud. Modelled examples can be left up to refer to.

- Questioning ‘ Help me’

Children help the teacher work through a few more examples, asking questions to check understanding, and then constructing success criteria together.

- Checking ‘Show me’

The children try out the task with guided practise. This could be on whiteboards, in pairs, individually or using a team game.

- Have they got it?

**Yes-** They do some independent work- practising and consolidating. Or if they are secure enough they could go straight to a challenge.

**No-** they stay with the teacher, who repeats the cycle, with some scaffolding.

### Independent work

Children practise independently. There can be a choice of task with increasing levels of difficulty.

### Challenge

When they are secure, they can move on to a task involving deepening their thinking and applying their skills .

### Feedback and assessment /marking.

Where possible, children can self/peer assess their work as they go along. They can then self-correct or improve their work within the lesson.

### Reflection

At the end of the lesson a few minutes can be spent considering what has been learned and the next steps.