

**Kildwick CE Primary School**  
***Striving for Excellence and Promoting Christian Values***  
**Teaching & Learning Policy**

**Date Approved: Summer 2017**

**Next Review: Summer 2018**

#### **AIMS**

- To ensure that all pupils are provided with high quality learning experiences which lead to a consistently high level of pupil achievement.
- This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what the school does to create an effective learning environment.

#### **PLANNING THE CURRICULUM**

Kildwick CE VC Primary School has designed and developed a whole school curriculum based on the acquisition of key skills through a topic based approach, incorporating pupil and parental involvement in learning approaches and with the overall aim of engaging all learners regardless of age, gender, ability, special need or preferred learning style. The impact of the new design provides children at Kildwick Primary School with a curriculum that offers memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. As a result, all groups of children benefit from a highly coherent and relevant curriculum which will promote outstanding outcomes.

Short term planning is produced by class teachers and saved on the network weekly. Short term plans will include differentiation, showing how the less able pupils will be supported, and how the more able pupils will be challenged.

Different resources, learning objectives, levels of support or expected outcomes are means of providing differentiation, as are enabling questions, individual target setting and giving prior knowledge or help about topics to be covered.

Short term planning will include consideration of how other adults in the room are to be utilised, and it is expected that support staff will be involved in the planning and assessing of pupil progress.

#### **THE QUALITY OF TEACHING**

Teachers should;

- Seek to inspire pupils
- Challenge pupils and have high expectations
- *Show good subject knowledge and understanding in the way they present and discuss their subject*
- Be competent in teaching basic skills, **including phonics**
- Plan to use a variety of teaching methods which will enable pupils to reach their potential
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Act promptly to address any inappropriate behaviour
- Praise pupils for effort, achievement and good behaviour
- Set homework effectively to reinforce and extend what is learned in school (see home learning policy)
- Assess pupils both for summative purposes (to measure how well they have achieved) and on an on-going formative basis to lead future planning

## **THE QUALITY OF LEARNING**

Pupils' learning will be monitored by how well they acquire new knowledge or skills, develop ideas and increase their understanding. The pupils should work at a good pace and be productive. They should show an interest in their work and be able to sustain concentration and think and learn for themselves. Pupils should understand what they are doing, be aware of how well they have done and know how they can improve.

During the lesson teachers will be checking for understanding by listening to pupils and asking challenging questions. The teacher will ensure they involve all pupils and that high standards of effort, accuracy and presentation are encouraged (see marking and feedback policy).

## **STRUCTURE OF LESSONS**

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The learning objective and success criteria should normally be displayed in the classroom, and referred to at least at the start and end of the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on task
- Children will be discouraged from leaving the room to visit the toilet during lessons
- The lesson should have a good pace and structure to it; activities will vary to respond to children's different ways of learning
- Usually, each lesson will have a plenary which will reinforce the learning objective
- Staff will follow the school's Marking Policy when assessing children's daily work.

## **THE CLASSROOM ENVIRONMENT**

- Children learn best when they are happy, interested and motivated. Teachers should ensure that there is a happy atmosphere in their classroom and around school. They should gain the respect of all people in the school and be approachable.
- The learning environment should be clean, tidy and well organised. Children should be aware of where equipment is and be able to access it. The classroom should be peaceful and calm. Children should have an opportunity to speak and be heard. They should develop social skills by learning to work in groups, and should have routines with which they are familiar.
- Staff will follow the school's Marking Policy and ensure that working walls are displayed and referred to; supporting children's learning and understanding.

## **THE ROLE OF ICT**

ICT should be planned in two ways. One is in the teaching of ICT skills, such as using search engines or word processing software. The other is where ICT is used to enhance the teaching of other subjects, such as putting in data to produce graphs in maths lessons, or using Powerpoint to present information in history.

ICT is used to: track pupil progress, to enhance work for display, for writing reports, producing worksheets, research and for bringing the outside world into the classroom.

Ipads and notebooks are available to be used by all classes.

## **ASSESSMENT**

Assessment of pupils is on-going during lessons, and teachers will constantly assess pupils by means of;

- Observing pupils at work
- Listening to pupils as they take part in discussion

- Questioning
- Setting tasks
- Testing

Assessment will improve learning and raise achievement if;

- Pupils are actively involved in their own learning (this would include discussions with pupils, individually and in small groups, and the setting of individual targets)
- It is used to inform future learning targets
- It is used to adjust teacher's planning and teaching
- Celebrates achievement
- It provides effective feedback to children through marking

Teachers will record lesson and pupil evaluation on short term plans.

### **PRESENTATION OF WORK**

See Marking Policy.

### **TIMETABLING**

The timetable is designed to give a balanced curriculum over the course of the school year, and cannot be judged on any specific week. For example, special weeks/days occur each term when the curriculum can be changed significantly, some foundation subjects may be blocked so that they are not taught each term.

### **THE EVALUATION OF PRACTICE**

Subject leaders are responsible for the monitoring and evaluation of their subject. This involves various activities such as discussions with teachers and pupils, shared teaching, monitoring books and/or planning, and informal observations. They will also check that long and medium term plans are providing the coherence, progression, continuity and depth necessary.

Subject leaders record their findings of their subject review and feedback to staff. These findings are then collated on a whole school document showing development points for all foundation subjects. This document is stored in the staffroom of the school website.

The school follows its Self-Evaluation Plan to monitor core subjects through formal lesson observations, these are done jointly by members of the senior leadership team and subject leaders. All lesson observation reports are kept filed in the school's monitoring file kept in the Headteacher's office. A report of the observation is shared with the class teacher within one week of the observation, highlighting good practice and areas to develop. These development points are then monitored at the following lesson observation or sooner if appropriate.

### **BOOK SCRUTINY**

Maths and English coordinators collect samples of children's books to review learning that has taken place in each class across school. The sample of books correlates to assessment findings discussed at pupil progress / performance management meetings. A record of the review is shared with the class teacher highlighting good practice and areas to develop. These development points are then monitored at the following book review.

### **SECURING CONSISTENCY**

The school will check the accuracy of its own judgements by having them monitored by: an LA Educational Development Advisor, as well as during LA subject advisor visits.