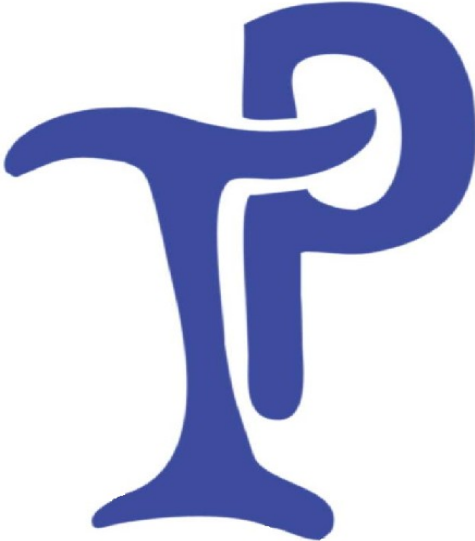


# Learning and Teaching Policy

*"The principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done."* (Jean Piaget)



Signed by Chair of Governors .....
Date approved by Governors .....
Review Date .....

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## **Our Vision, Aims, Values and Ethos**

**Our Vision** is that Trowse Primary School will be:

- A high performing organisation;
- A school that all local parents would choose for their children;
- A school that people seek to work in.

We recognise that we are *all* responsible for the success of the school.

### **What makes an outstanding school?**

The following areas of school life have been identified by the staff (January 2009) as *key areas* that **must be of exceptionally high quality** in order for our school to be outstanding in the future.

1. The well being- of everyone.
2. Standards and progress of the children.
3. High motivation of everyone.
4. Quality of teaching.
5. Exceptionally good behaviour.
6. Values we all hold and ethos of the school.
7. Excellent teamwork and communication- between everyone.
8. Quality of the curriculum.
9. High quality resources- including the building.
10. The school links with the community.
11. Leadership- at all levels.
12. Effective use of targets.

### **Our collective aims**

At Trowse, we are all committed to the following working practices in order to ensure we provide an outstanding education to the children in our care. These points are in no particular order.

1. We will have an imaginative, creative and coherent curriculum.
2. We will have a clear, structured staff development programme in order to ensure that all staff are working to a high level within their role.
3. We will use a wide range of formative assessment techniques (AFL), including children knowing their own 'next steps'. These are central to ensuring good progress for everyone.
4. We will have excellent working relationships with each other and keep highly motivated.
5. As leaders, we will exhibit 'transparency' in what we do.
6. We will have effective and efficient communication systems at all levels, including staff, children, parents, governors and the wider community.
7. All within the school community will have a shared vision for the school- as well as knowledge of short-term goals.
8. We will have consistent working practices.
9. We will create a warm and welcoming atmosphere in the school.
10. Everyone will respect and value the contributions of everyone else.
11. The school will have good links with the wider community, both using and contributing to it.
12. Parents will wholeheartedly support the work the school is doing, feel informed and involved in their children's learning and speak highly of the school.
13. Children will be highly motivated towards learning and as a result behave exceptionally well.
14. Resources, including the environment itself, will be of the highest possible quality and the most appropriate it can be.
15. We will all feel safe.
16. The school has effective routines to aid seamless learning.

17. Children will often take opportunities to learn outside the classroom. Their learning will be enriched frequently.
18. We will be inspirational for the children, setting high expectations of them.
19. Teaching will be outstanding.
20. Children make progress well above that expected.
21. Children who leave Trowse will be confident and independent learners with intrinsic motivation to do well.

**Our Values** are:

- |   |                               |                            |
|---|-------------------------------|----------------------------|
| • commitment to the children and each other | • fairness                    | • pride in what we do      |
| • mutual respect                            | • tolerance and understanding | • courtesy                 |
| • honesty                                   | • diligence and determination | • mutual trust             |
| • integrity                                 | • cooperation                 | • encouragement and praise |
| • mutual support                            | • courage and perseverance    |                            |
| • loyalty                                   |                               |                            |

We endeavour to work as a team, to respect, trust, listen to, support and care for one another. We expect those who work here to aim for the highest standards of personal conduct and to be hardworking.

**Ethos:**

The ethos and atmosphere underpin the agreed aims of the school. Teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for learning. In the course of the day the staff will contribute to the development of this ethos through:

- Providing a calm and effective learning environment, in which each child can achieve his or her maximum potential.
- 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 and Relationships for Learning Policy.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Learning Goals.
- Valuing and celebrating pupils' achievements, efforts and learning.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's Assessment policy.
- Effective management of staff's professional time.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and facilitating the training of students.
- Developing links with the wider community.

**Equal Opportunities:**

In accordance with the school's Equal Opportunities Policy all children at Trowse Primary School are given full access to the National Curriculum. We all endeavour to help all children to reach their full potential irrespective of race, gender, age or disability.

## The School Day

### Foundation Stage & Key Stage 1

8.55 ~ 9.00	Registration	(5 minutes)
<b>9.00 ~ 10.30</b>	<b>Session 1</b>	<b>(90 minutes)</b>
10.30 ~ 10.45	Break	(15 minutes)
<b>10.45 ~ 12.00</b>	<b>Session 2</b>	<b>(75 minutes)</b>
12.00 ~ 1.15	Lunch	(75 minutes)
1.15 ~ 1.20	Registration	(5 minutes)
<b>1.20 ~ 2.30</b>	<b>Session 3</b>	<b>(70minutes)</b>
2.30-2.45	Break	(15 minutes)
<b>2.45- 3.00</b>	<b>Session 4</b>	<b>(15 minutes)</b>
3.00- 3.15	Collective Worship	(15 minutes)

### Key Stage 2

8.55 ~ 9.00	Registration	(5 minutes)
<b>9.00 ~ 10.30</b>	<b>Session 1</b>	<b>(90 minutes)</b>
10.30 ~ 10.45	Break	(15 minutes)
<b>10.45 ~ 12.15</b>	<b>Session 2</b>	<b>(90 minutes)</b>
12.15 ~ 1.15	Lunch	(60 minutes)
1.15 ~ 1.20	Registration	(5 minutes)
<b>1.20 ~ 3.00</b>	<b>Session 3</b>	<b>(100minutes)</b>
3.00 ~ 3.15	Collective Worship	(15 minutes)

## Subject Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole School Long Term Curriculum Map. At Trowse Primary School we are committed to following the programmes of study as required by the National Curriculum and the Primary Strategy for Literacy and Maths

### Foundation stage

The Foundation Stage covers six key areas in an integrated, child centred curriculum. The areas are: Personal, social and emotional; Communication, language and literacy; Mathematics; Knowledge and understanding of the world; Physical and Creative.

### Key stage 1 & 2

The table below sets out the number of hours a week (averaged over the course of a year) that teachers should allocate to subject objectives.

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	5	6
Maths	5	5
Science	2	2
Design & Technology	1	1
History	1	1
Geography	1	1
ICT*	1	1
Art	1	1
Music	1	1
PE	2	2
RE	1	1
PSHE	1	1
MFL	1	1
Total	23 hours	24 hours

\*The allocation of time for the ICT here is in relation to direct teaching. There will be many other opportunities for ICT to support learning in other areas of the curriculum.

## **Classroom Management and Organisation**

### **Management**

The learning environment is managed to facilitate learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- 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.

Learning Support Assistants and external agencies are employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

### **Organisation**

The classroom is organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- Teachers purchase and organise their resources appropriately, with children having access to necessary resources.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book areas will be comfortable and attractive.
- Labels and posters should, wherever possible, reflect the language diversity in the school.
- In Reception and Key Stage 1, areas for imaginative play change regularly, in order to give opportunities for a range of play and role-play, which contribute to learning in a purposeful manner.
- Pupils are involved in the maintenance and care of all equipment and resources.

## **Planning, Differentiation & Assessment**

### **Planning**

Medium Term Planning takes place termly in year group teams, with reference to the New Frameworks for literacy and maths, National Curriculum, and curriculum guidance for Foundation Stage.

### **Learning Processes**

Children enter school at different stages of development. Children learn in different ways (Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, intrapersonal, and interpersonal) and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These processes include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

**Learning Styles:**

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Differentiated learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

**Differentiation**

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Specific, supportive resources

Differentiated tasks are detailed in weekly planning. Learning objectives are clearly specified on planning. Reference is made in weekly plans to Individual Education Plans when necessary.

**Assessment**

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

**Statutory Assessment**

- All Reception pupils have the Foundation Stage Pupil Profiles completed, together with the Bury screening test administered in September.
- Year Two pupils are 'Teacher assessed' for mathematics, reading and writing, science and speaking and listening. The Key Stage 1 Tests (SATs) support the judgement and Teacher Assessments.
- Year Three, Four and Five children are assessed for Mathematics and English using the Optional SATs to inform Teacher Assessments.
- Year Six children are assessed for Mathematics, reading, writing and science using the Key Stage 2 SATs and Teacher assessments must also be made in these areas and reported separately. Teachers must also assess ICT and RE attainment at the end of KS2.

All results from these assessments are analysed and used to inform future planning. The school tracking system records, at least twice yearly, assessments in Reading, Writing and Numeracy. This is analysed closely, not only by the head, but all staff who teach the children.

**Monitoring and evaluation**

- Pupils' work is monitored termly in each of the core curriculum areas by the class teachers.
- Core Curriculum Leaders monitor children's work.
- The Head Teacher will observe each class teacher at least once a year in a formal setting.

**Resources**

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource areas, and will be regularly audited by the Curriculum Leader. Consumables will be replenished as necessary through the school bursar. Staff may contact Curriculum Leaders with suggestions for specialist materials, which may need ordering.

Class teachers will also have a class budget. This is to purchase the books, pens, and pencils etc. that individual class teachers require.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

## **Governors', Parents', School's and Teacher's Role**

### **Governors' Role**

It is the Governors' role to monitor and review the policy and its practice through:

- Visits to discuss the learning and teaching in scheduled subject with appropriate staff.
- Reporting to the Head teacher.
- Reporting to the curriculum sub-committee.
- Reporting to the Full Governing Body

And as detailed in the Governors' Document:

- To receive reports from the Head teacher.
- To attend governor INSET
- To receive reports from the Premises Officer on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure, at all times, equal opportunities in relation to race, gender, disability, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

### **Parents' Role**

Parents are encouraged to support their children's learning by:

- Helping their child come to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parents Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the Home / School / Child agreement concerning their child's behaviour.
- Agreeing to, and supporting, the school's homework policy.
- Contributing relevant information to Pupil Profiles in the Foundation Stage.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home, which may affect their child's progress, happiness or behaviour.

### **The School's Role**

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Planning a rigorous, integrated curriculum for the children.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Giving reasonable / appropriate access to teaching staff.

### **The Teacher's Role**

The teachers will

- Work in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

**Characteristics of learning and teaching**  
(OFSTED Evaluation Schedule- September 2008)

Description	Characteristics
<b>Outstanding (1)</b>	<ul style="list-style-type: none"> <li>• Teaching is at least good in all major respects and is exemplary in significant elements. As a result, learners thrive and make exceptionally good progress.</li> </ul>
<b>Good (2)</b>	<ul style="list-style-type: none"> <li>• Learners make good progress and show good attitudes to their work, as a result of effective teaching.</li> <li>• The teachers' good subject knowledge lends confidence to their teaching styles, which engage all groups of learners and encourage them to work well independently.</li> <li>• Classes are managed effectively. Learners respond to appropriate challenges.</li> <li>• Based on thorough and accurate assessment that helps learners to improve, work is closely tailored to the full range of learners' needs, so that all can succeed including those with learning difficulties and/or disabilities.</li> <li>• Learners are guided to assess their work themselves.</li> <li>• Teaching assistants and other classroom helpers, and resources, are well deployed to support learning.</li> <li>• Good relationships support parents and carers in helping learners to succeed.</li> </ul>
<b>Satisfactory (3)</b>	<ul style="list-style-type: none"> <li>• Teaching is inadequate in no major respect, and may be good in some respects, enabling learners to enjoy their education and make the progress that should be expected of them.</li> <li>• Teaching promotes positive behaviour and learning.</li> </ul>
<b>Not adequate (4)</b>	<p><b>Learners in general, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory.</b></p> <ul style="list-style-type: none"> <li>• Learners do not enjoy their work.</li> <li>• Behaviour is often poor and is managed inadequately.</li> <li>• Teachers' knowledge of the curriculum and the course requirements is inadequate, and the level of challenge is often wrongly pitched.</li> <li>• The methods used do not sufficiently engage and encourage the different groups of learners.</li> <li>• Not enough independent learning takes place or learners are excessively passive.</li> <li>• Assessment is not frequent or accurate enough to monitor learners' progress, so teachers do not have a clear enough understanding of learners' needs.</li> <li>• Learners do not know how to improve.</li> <li>• Teaching assistants, resources, parents and carers are inadequately utilised to support learners.</li> </ul>