



Teaching & Learning Policy

*This Teaching and Learning Policy deals mainly with Key Stages 1 and 2.
Teaching and Learning in the Early Years is detailed in a separate policy.*







Provision for children with additional learning needs is detailed in a separate policy.

Aims

We believe that every child in our school is entitled to the best possible education that we can provide. We ensure that all our pupils become successful learners in the future, by providing rich, relevant and varied learning experiences, which allow them to develop their skills and interests, achieve, be proud and succeed.

We believe that high quality teaching and learning is key to achieving this aim and this policy reflects our high expectations of all staff and children who work in our school. It outlines our agreed view of children's entitlement and how we intend to support and encourage learning. It provides a framework of expectation to inform and reflect planning, provision and evaluation of teaching and learning.

The purpose of this policy is to:

-  ensure that high quality learning takes place in every lesson, which results in high standards of pupil achievement;
-  embed an agreed range of good/outstanding practice across the school;
-  ensure consistency throughout the school;
-  provide new staff with a clear vision of the school's expectations;
-  provide agreed focus for monitoring learning and classroom practice;
-  embed values in children of resourcefulness, resilience, confidence and independence.

This policy outlines how we work and organise ourselves to ensure that provision in our school meets the Ofsted criteria for outstanding.

Rationale

At Abbott we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term;
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning;
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child;
- the learning environment is ordered, the atmosphere is purposeful and children feel safe;
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

Learning activities are well planned, ensuring progress in the short, medium and long term.

There will be evidence in the learning environment of:

- effective exposition and focussed learning activities with clear objectives, linked to the relevant band, and success criteria;
- a clear understanding by the children of the method and purpose of activities in which they engage;
- progress in the children's learning (in their books, on the school website, on the working walls, in conversation, in scrapbooks and in their learning behaviour).

Teachers will ensure that:

- a medium term overview of objectives and expectations is developed each half term and shared with parents;
- weekly/daily literacy and maths planning is completed on Notebook, using the 100 Framework units as a foundation and the school's whole school approach to learning sequences in both maths and writing is followed;
- weekly planning is completed for all other subjects on Notebook, using the relevant schemes and frameworks provided for each unit;
- daily planning will show evidence of relevant Kagan collaborative structures;
- sessions planned will ensure progress of skills and distribution of knowledge as stated in the relevant schemes and band objectives;
- planning is holistic, recognising areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development.

Implications for the whole school will be:

- long term plans for Year 1 – 6 are informed by the National Curriculum 2014;
- there is a broad and balanced curriculum map in place that ensures continuity and progression;
- subject specific curriculum policies are in place;
- a monitoring cycle is in place to support the progress of individuals and groups of learners: pupil progress meetings, lesson observations, informal drop ins, learning 3s, book & planning scrutiny.

Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning

There will be evidence in the learning environment of:

- creative teaching and creative learning;
- teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating to children;
- learning activities that enthuse pupils so that they persevere when faced with difficult learning activities and are keen to success and to learn more;
- deeper learning activities that engage and challenge all learners;
- a pace of learning that is optimised for progress and high quality outcomes;
- children's home-learning being valued;
- children learning independently;
- children collaborating within teams;
- children enjoying their learning.

Teachers will make sure that:

- well-judged and effective teaching strategies successfully engage pupils in their learning – a hook, learning journey and high quality outcomes will be in evident in each unit of learning;
- they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning;
- well framed questions, knowledgeable answers and the use of discussion, promotes deep learning;
- they ensure an appropriate ratio of exposition/teacher input to learning-activity in their teaching;
- appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas of study.

Implications for the whole school will be:

- teaching and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Celebration Assemblies, newsletters, notice boards and the school website;
- whole school themes provide points of shared discussion and motivate learners across the school.

Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child

There will be evidence in the learning environment of:

- children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – eg. Redrafting, and writing in collaboration with the teacher;
- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable for all;
- children with specific learning needs receiving support at the time and level it is required to optimise their learning;
- pupils supporting one another where appropriate, through a range of Kagan collaborative structures;
- independent learning, where children use assessment information to direct their own learning activity.

Teachers will make sure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback;
- marking is frequent and regular, and in line with the school marking and feedback policy, providing pupils with very clear guidance on how learning-outcomes can be improved and their next steps;
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all;
- they complete and keep agreed assessment records and submit data half termly to enable Pupil Data Tracking (reading, writing, mathematics and combined);
- they analyse pupil data – for individuals and specific groups, to inform future planning and intervention.

Implications for the whole school will be:

- we adhere to the principles and practices set out in the school assessment policy;
- we adhere to the whole school Marking and Feedback Policy that ensures consistency of practice;
- there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings involving teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources and staff;
- the SLT support staff, children and parents in their teaching and learning, providing advice and intervention where necessary.

The learning environment is ordered, the atmosphere is purposeful and children feel safe.

There will be evidence in the learning environment of:

- an atmosphere of mutual respect between adults and children;
- children who feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief or disability;
- children's high self-esteem, with all children feeling valued and secure;
- children taking risks in their learning, and learning from their mistakes;
- children's learning outcomes displayed around the classroom and the school for others to appreciate and admire;
- organisation of classroom routines and resources to optimise learning

Teachers will make sure that:

- they teach children how to behave well;
- they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently;
- good behaviour is modelled by them at all times in their interaction with children and other adults, with conflict dealt with in a calm and fair manner;
- children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies;
- any criticism will be constructive and children's self-esteem will always be maintained;
- all learning spaces will be maintained so that they are tidy and resourced to ensure learning can effectively take place

Implications for the whole school will be:

- a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school;
- high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff;
- Safeguarding procedures are in place and are adhered to.

There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

There will be evidence in the learning environment of:

- children's home-learning being valued, both that resulting from tasks and activities set by the teacher and that occurring independently of school.

Teachers will make sure that:

- useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through termly Parents' evenings and an annual written report;
- parents know how they can support their child's learning at home or in school;
- they are approachable and available to parents (by appointment if necessary);
- information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via text, letter and on the class website page;
- parents are welcomed to help in their classrooms and /or around school;
- they set appropriate home-learning activities to develop children's understanding of topics covered in class which are published on the website

Implications for the whole school will be:

- the appointment of a member of staff to nurture parental engagement and encourage life-long learning for parents and the wider community – a Parent Support Advisor and a teaching responsible for leading our Friends of Abbott parent association;
- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website;
- facilitate parental involvement through the provision of dedicated space for formal and informal meetings and through support for a vibrant parent - teacher association (The Friends of Abbott).

Improving Teaching and Learning

All of our teachers are expected to reflect on their strengths and weaknesses and help shape their own professional development. Along with school self-evaluation and appraisal, this informs a programme of CPD to address staff needs, through Learning 3s Peer mentoring as well as external providers used to support professional development. We support our teachers in increasing their knowledge and skills, so that they can continue to develop their practice and ensure they contribute to improving the school's provision.

Staff Communication

All necessary communication with staff, will be conducted through email. All staff must check their @abbott.manchester.sch.uk account on a daily basis, to ensure they are fully aware of any important information, dates or amendments to the diary sheet.

Emails must be directed to the relevant staff only, if the information shared is sensitive or necessary for individuals. The Staff/Teacher shared email must only be used for general and whole school information.

Role of the Head Teacher, SLT and Governing Body

Senior leaders and the governing body are responsible for school effectiveness and efficiency. They should:

- drive improvements to teaching and learning;
- monitor the effectiveness of teaching and learning strategies in raising pupil attainment;
- ensure that staff development and appraisal policies promote good quality teaching;
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations.

Review

This policy will regularly be reviewed and updated to reflect advances and ongoing needs in teaching and learning.