



Teaching and Learning POLICY

January 2019

VERSION HISTORY

Date	Document Version	Document revision History	Document Author/Reviser
February 2016	1.0	Rewritten for the new National Curriculum	J. Mallinson
		Presented to Governors Spring 2016	
		Policy agreed Spring 2016	
January 2019	1.1	Revised to compliment new Curriculum Policy	J. Mallinson
		Presented to Teaching & Learning Governors Committee Spring 2019	

KEY PRINCIPLES

AT ETHELLS WE BELIEVE CHILDREN LEARN BEST WHEN:

1. learning activities are well planned to ensure complete coverage of skills and curriculum content
2. teaching and learning activities enthuse, involve and motivate children to learn, and foster their curiosity and enthusiasm for learning
3. assessment informs teaching so that there is provision for support and extension of learning for each child
4. the learning environment is ordered, the atmosphere is purposeful and children feel safe

These Key Principles are based on our School Vision; closely linked to Core Values, which are promoted throughout the hidden curriculum.

1. LEARNING ACTIVITIES ARE WELL PLANNED TO ENSURE COMPLETE COVERAGE OF SKILLS AND CURRICULUM CONTENT

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- effective focussed learning activities with clear learning challenges 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 walls and through pupil voice)

TEACHERS WILL ENSURE THAT:

- topic work is planned, on a long, medium and short term basis. Unit plans are prepared for English and Maths
- activities are planned based on the skills and curriculum coverage in each subject
- whenever possible planning is cross-curricular, recognising connections between 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:

- foundation subjects have Skill Continuums in an "Etchells Curriculum" folder that ensures coverage, continuity and progression within the year group
- each year group has a "live" Curriculum Map in place that children contribute and share ownership of their learning, teachers become the facilitators in this learning process
- where there are agreed schemes of work in place, these are known to all and are detailed in subject specific curriculum policies
- subject specific annual curriculum action plans are in place
- a monitoring cycle is in place to support the action plans and progress of individuals and groups of learners: SSE forms, Pupil Voice, lesson drop-ins, planning scrutiny, book-looks

2. TEACHING AND LEARNING ACTIVITIES ENTHUSE, INVOLVE 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 learning through practical activities
- a range of learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more (**Core Values – Resilience, Aspiration and Challenge**)
- Growth Mind-set skills
- children learning independently (**Core Value- Independence**)
- children collaborating on projects
- children enjoying their learning (**Core Value- Enjoyment**)
- transferring learning skills in different activities (**Core Value- Creativity**)
- topic related knowledge organisers

TEACHERS WILL MAKE SURE THAT:

- effective teaching strategies successfully engage pupils in their learning based on the: KNOW EXPLORE COMMUNICATE curriculum (see Curriculum Policy)
- 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
- share their strengths by team teaching, collaborative planning and teachers skilling up other teachers
- use well framed questions to start an area of enquiry
- half termly appropriate open-ended homework challenges are set to nurture children's enthusiasm and curiosity and develop their understanding in areas under study

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Star of the Week Assembly, the weekly newsletter, Twitter and class web pages
- a curriculum calendar is used to maximise annual events and strengthen cross curricular links within classroom, assemblies and national fundraising events
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3. ASSESSMENT INFORMS TEACHING SO THAT THERE IS PROVISION FOR SUPPORT AND EXTENSION OF LEARNING FOR EACH CHILD

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children using feedback from teachers, both oral and written, to improve their learning – eg redrafting writing in collaboration with the teacher, use of purple pen to respond to feedback, engaging in self and peer assessment, use of topic Knowledge Organisers
- children who are motivated to learn through creative learning-activities that build on their prior subject knowledge
- 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
- 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
- feedback (see marking policy “The Etchells Way”), provides pupils with clear guidance on how learning outcomes can be improved
- they have high expectations for all children, plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed ARE assessment records and submit data termly to enable Pupil Data Tracking (reading, writing and mathematics). Assessments are maintained in “The Etchells Curriculum” folder for Foundation Subjects
- engage in termly pupil progress reviews with Phase Leader
- complete assessments in “Etchells Curriculum” folder, to show children who are working below and above age related expectations for that year group

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is an Assessment policy in place 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 year group partner teachers and members of the Senior Leadership Team; this data is utilised in the deployment of resources
- there is an Inclusion Team to support staff, children and parents in their teaching and learning, providing advice and intervention where necessary
- assessments made in “The Etchells Curriculum” folder is used to inform future topic planning

4. 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 (**refer to Behaviour Policy**)
- 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, gender reassignment 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- evidence of a Growth Mind-set Culture
- 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 employ positive strategies for managing children's behaviour to help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and Bee Rules 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 reflection will be constructive and children's self esteem will always be maintained
- classrooms are orderly and clearly set out

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Bee Rule 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
- rigorous safe guarding procedures are in place and are adhered to