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**Wombwell Park Street Primary School**

**Teaching and Learning Policy**

## Introduction:

This document is a statement of the aims, principles, and strategies for teaching and learning at Wombwell Park Street Primary School.

## Purpose:

The purpose of teaching and learning at Wombwell Park Street Primary School is to enable all children to reach their full potential regardless of gender, race, ability or economic circumstance. We offer a curriculum which is broad and balanced and that meets the requirements of the current National Curriculum.

This Teaching and Learning Policy lays the foundations for the whole curriculum, both formal and informal and, along with our statement of purpose and values and aims, forms the context in which all other policy statements should be read. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

# Aims:

The policy seeks to …

* Meet the needs of pupils more effectively by offering approaches to teaching and learning and use of resources which are consistent across the school;
* Meet the needs of staff by offering developmental opportunities aimed at the extension of teaching repertoires;
* Meet the need to retain the best features of educational practice when seeking to implement the school curriculum.

**Agreed characteristics of teaching and learning** – these characteristics need to be referred to when planning all teaching activities.

# The learning environment should:

* Have the necessary resources for learning which are effectively stored and accessible;
* Have interactive and stimulating displays;
* Foster co-operative and collaborative learning and good working relationships;
* Provide regular opportunities for pupils to develop their ideas through independent inquiry including extension/consolidation activities;
* Set a standard of quality which provides pupils with high expectations and positive attitudes;
* Have the flexibility to adapt to whole class, group and individual learning;
* Enable pupils to use ICT effectively as an aid to learning and communication.
* Achieve their potential in terms of spiritual awareness, academic achievement, and aesthetic appreciation.
* Be tolerant and understanding with respect for the rights, views, and property of others.
* Develop a responsible and independent attitude towards work and towards their roles in society.
* We see teaching and learning as a process of co-operative TEAM work (Together Everyone Achieves More).
* We welcome the involvement of parents and others in the community.

## Effective learning takes place when:

* Pupils feel valued as individuals and are actively involved in the learning process.
* Classroom relationships are built on mutual tolerance and respect.
* Pupils are encouraged by their teachers and are given opportunities to enjoy a genuine sense of achievement.
* There is a common awareness that high standards of self-discipline and order are expected.
* The environment in which pupils and teachers are working is stimulating, comfortable, and safe.
* Lessons are well prepared with tasks and resources appropriate to pupil’s learning needs.
* Teachers are respected.
* Involve quality interaction with the teacher
* Offer planned and sequential opportunities to work individually as a member of a co-operative group;
* Enable them to have first-hand experience and engage in investigative work;
* Enable them to communicate their findings in a variety of ways and produce work for a variety of audiences;
* Offer practice and application of knowledge /skills/concepts gained;
* Enable them to play an increasing role in planning and organising their learning;
* Involve the selection of appropriate materials and tools;
* Involve the sequential acquisition of basic study skills;
* Involve time limits and support in working under pressure of time;
* Use modern technology as an aid to learning;
* Be planned accordingly to the outcomes of assessment;
* Provide opportunities to express themselves creatively.
* It is integrated within a meaningful context with a purpose and clear expectations.

## Responsibilities:

All members of the school community are expected to work towards the school’s aims by:

* Valuing children as individuals and respecting their right to education in a caring, secure environment.
* Fostering and promoting good relationships and a sense of belonging to the school community.
* Providing a well-ordered environment in which all are fully aware of behavioural expectations.
* Offering equal opportunities in all aspects of school life.
* Encouraging, praising, and positively reinforcing good relationships, behaviour, and work.
* Working as a team, supporting and encouraging one another.

# Valuing and having high expectation of every pupil;

* Maintaining good discipline through mutual respect;
  + Being flexible by using different teaching styles based on the task and the needs of the children;
  + Being aware of the model of learning he/she presents to pupils;
  + Having good curriculum knowledge and clarity about the knowledge/skills, concepts and attitudes which are the goals of the learning process;
  + Engaging in well-timed interventions and deploying effective higher-order questioning techniques;
  + Having clear lesson objectives and criteria for success which are passed on to the pupils;
  + Being able to assess children’s learning within a lesson and devising assessment strategies related to agreed school policies, maintaining effective records;
  + Systematically engaging in focused teaching;
  + Designing challenging learning tasks using stimulating resources, both for individual activities and collaborative group work;
  + Distributing time appropriately between pupils;
  + Valuing and promoting partnerships between pupil;
  + Forming positive professional relationships as part of a team.

**Staff work towards the school aims by:**

* Adhering to school policies, following curriculum progression documents and schemes of work to ensure the curriculum is broad, balanced, and progressive. This in turn we hope will enable pupils to know more and remember more over time.
* Providing a stimulating programme of study ensuring that the teaching styles, resources and tools pupils encounter are varied, interactive and challenging, offering opportunities for the highest standard of personal achievement by pupils across the ability range.
* Providing lessons that are structured and paced to make effective use of the time available.
* Ensuring, through assessment and accurate record keeping, that learning is progressive and continuous.
* Ensuring that pupils have a clear and common understanding of the high expectations held of them individually, according to their ability and aptitude, and of the targets to which they are working.
* Giving pupils opportunities to review and reflect upon their progress and, where possible, to involve them in planning the next steps in their learning.
* Maintaining an up to date knowledge of the curriculum they are delivering.
* Establishing links with the local community and other schools to prepare pupils for the next steps of their education.

Staff should work towards delivering lessons in line with the 5Ps, which are part of Park Street’s Pedagogical work:

**Participation:** our teaching strategies should ensure that all children participate fully in the whole lesson – this stops children losing concentration and missing key elements of the teaching. The following elements are in all lessons:

Partner work and talk is a crucial element of teaching and learning. Talking helps memory and enables us to learn.

‘Turn to your partner’ (TTYP). When a question is asked the children may be asked to TTYP. Ruth Miskin says that *‘if a question is worth asking, it is worth everyone answering’.* This is a philosophy that we live by. The teacher hones in on the high-quality talk and picks out elements to highlight with the class. TTYP may be for a one-word answer or a longer conversation but should enhance the pace of the lesson not slow it down.

‘My turn, your turn’ (MTYT). This is used to rehearse or emphasise a point such as new vocabulary. The teacher will say the word and the children will repeat. This embeds the learning quickly.

**Praise:** we believe that teachers should teach by example – they should be positive and enthusiastic and congratulate children for their achievements and progress.

Children work together, as partners, taking turns to teach and praise one another and they are motivated by the focused praise they receive from teachers and teaching assistants.

Children and teachers should praise using specific reasons e.g. ‘Great partner work’.

We praise the effort, not the outcome.

**Pace:** we believe a lively pace keeps all the children fully engaged.

**Purpose:** teachers know the purpose of every activity due to detailed curriculum progression documents and understand why one objectives leads into the next. This is also explained to the children in every lesson, so they understand what they are learning and why.

**Passion:** it is easy for teachers to be passionate about their teaching because they see their children make such rapid progress. This passion and thirst for learning new knowledge and vocabulary should be modelled to the children through passionate teaching, having a positive impact on the children’s attitudes towards learning.

Other agreed pedagogical teaching and learning choices include:

**Team Stop:** to gain the children’s attention in any situation (in class, assembly etc). When the teacher/adult raises their hand in the air, count down from five, all children stop, are silent, look at the teacher. This shows they are focused and ready to listen.

**I do, we do, you do:** to carefully model learning and understanding to the children in a sequential manner which helps new learning be understood long term. This approach also allows children’s independence to be steadily developed within a lesson.

**Vocabulary:** every lesson, staff believe pre-learnt vocabulary should be recapped and new vocabulary should be emphasised, to build the bank of knowledge around words and their meaning.

**Engagement strategies:** staff believe that to ensure all learners are alert and focused, no hands up strategies should be employed eg cold calling, shout out wave.

**Pupils work towards the school’s aims by:**

* Respecting themselves and each other.
* Respecting and co-operating with each other in the classroom and playground.
* Keeping our Golden Rules.
* Respecting school equipment, supplies and furniture.
* Being positive and encouraging other pupils.
* Participating in school assemblies.
* Being kind and respectful towards all staff and visitors.
* Respecting other pupil’s school materials and personal property.
* Using appropriate language.
* Attending school regularly.
* Being punctual and ready to begin lessons on time.
* Being organised bringing necessary kit, taking letters home promptly, returning reading books regularly.
* Making full use of all the opportunities with which they are presented.

**Parents work towards the school’s aims by:**

* Ensuring children attend school in good health, regularly and punctually.
* Ensuring they arrive at school with the correct uniform and equipment.
* Providing support for school staff when following the school’s positive behaviour policy.
* Being realistic about their children’s abilities and offering encouragement and praise.
* Participating in discussions concerning their child’s progress and attainments.
* Giving due importance to homework, hearing reading and assisting in learning spellings.
* Allowing their children to take increasing responsibility as they progress through the school.
* Where time allows using their own talents in developing the school community by assisting in class, supporting functions and other school initiatives.
* Informing school of any changes in the child’s circumstances that may affect their learning.
* Involving themselves in school events, both informal eg coffee mornings and formal eg workshops for parents.

**Reporting to Parents is done termly through Parental Evening Meetings and annually through a written report. Parents are made aware that:**

* In order to ensure all parents including those who work, those with more than one child and those who live separately are able to make Parental Evening Meetings; times are offered from 3:30 pm to 6:00pm, on two alternative dates. In addition, if the two dates provided are inconvenient teachers will happily arrange more convenient times by appointment. An additional Parent Teacher
* They may meet their child’s teacher or the Head Teacher by appointment at any other time to discuss particular concerns.

Parents of children that have been identified as having Special Educational Needs are invited to take part in their reviews.

## Strategies for ensuring progress and continuity:

Planning is a process in which all teachers are involved, wherein

* Individual teachers draw up work plans based on a cohesive and progressive curriculum map made up from a series of well sequences subject overviews detailing coverage and progression.

## Regular staff meetings will be timetabled to discuss various aspects of the curriculum and to ensure consistency of approach and standards.

* Pupil Progress Meetings are held after each assessment collection point, to discuss children and any barriers to learning. Next steps and intervention are also discussed.

## Strategies for use of resources:

Classroom resources are the responsibility of classroom teachers who ensure that:

* There is a range of appropriate, accessible, and labelled resources available from which pupils can select materials suitable to the task in hand.
* All pupils know where resources are kept and the rules about their access and use.
* All children know what they must not touch for reasons of safety and privacy.
* Children are encouraged to act independently in choosing, collecting, and returning resources where appropriate.
* Children and teachers work together to establish an attractive, welcoming, creative and well-organised environment promoting respect, care, and value for all resources.
* Resources are the responsibility of the subject leaders, who are responsible for auditing and monitoring the use of resources. Money for resources will be allocated in accordance with priorities in the SIP.

**Time is a vital resource, to maximise its use:**

* As children progress throughout the school, they are expected to take greater control over their own learning, including their use of time within a framework specified by the class teacher.
* Ensuring that tasks are specific and clearly defined reduces time wasting.
* Children are made aware of the procedure to follow at the start of a session.
* On entering the classroom, children are encouraged to engage in useful activities.

**ICT is a major resource** that is used across the curriculum.

**The Library** is a valued resource; children are encouraged to use it as a source of information and to treat its contents with respect.

**Subject leaders have a variety of roles. They:**

* Take the lead in policy development and the production of schemes of work / curriculum progression documents, designed to ensure progression and continuity in their subject throughout the school.
* Monitor progress in their subjects. (See **Monitoring & Evaluation**)
* Organise and purchase resources for their subjects within the budget and priorities identified in the School Development Plan.
* Are expected to keep up to date through reading and attending relevant courses.
* Support colleagues by writing curriculum progression documents and advising on planning, resources, and developments in their subject area.
* Report to Governors on the status of their subject in school.

**Feedback to pupils about their own progress is achieved through the marking of work and orally in lessons.**

**Effective marking (**see the **Feedback Policy):**

* See Feedback Policy 2022.

**Further assessment includes**

* Discussion between the pupil and teacher, either individually or in small groups, perhaps in the context of a practical task.
* Use of short teacher devised tests relevant to the unit of work being studied.
* Individual assignments.
* Marking and monitoring of class work.
* Teacher observation of the pupil particularly during practical tasks.
* Engagement strategies which help chn remember more over time eq quizzes, for example.

**Cross Phase continuity is ensured by**

* Transfer of pupil’s SATs & individual details via SIMS.
* Discussion between teachers both within the school at transition meetings.
* Teachers plan and deliver comprehensive transition days with their new classes ensuring effective relationships and ethos is established.
* The new class teacher’s complete assessments of the children and then these are discussed with previous teachers.
* Prompt transfer of transition documents.
* Year 6 teachers and SLT work closely with feeder secondary schools to ensure pupils engage in all transition opportunities offered
* High School staff visit throughout the year and follow a traditional transition programme for Key Stage 2 to Key Stage 3
* Extra transitional sessions and meetings are established for those pupils identified as potentially vulnerable within the phase to ensure an effective transition. This can also include parents

# Strategies for Teaching and Learning:

* Due to year group capacity of approximately 45 through school classes are organised in a range of pure and mixed year group classes of around 30.
* The placement of individual pupils is considered at length and a range of factors including, ability, age, social skills, levels of development and maturity are discussed before any decision is made.
* Within each class whole class teaching, group work and individual work are used where and when appropriate.
* Pupils are taught in mixed ability classes however there is a range of group intervention where pupils are taught in smaller ability groups. Pupils are assessed and regrouped regularly for RWI work.
* The school’s decision on a child’s placement is the final one.

All teachers teach all foundation subjects and science to their classes, seeking the advice and support of subject leaders and attending CPD as necessary.

Classroom helpers are available in the form of paid teaching assistants and volunteer helpers as appropriate and at the discretion of the class teacher and Head Teacher.

**Helpers’ assist:**

* In the classroom working with small groups or individuals, supervising group work in all aspects of the curriculum.
* On outings and visits.
* By providing other help, such as developing contacts with local groups and places of interest.
* Secondary school pupils and FE students on work experience placements are accepted into school and certain standards of dress and conduct are expected.

Teachers use the National Curriculum, our policies and subject overviews. Commercial schemes of work are used where appropriate to support this.

Pupils with special educational needs are identified and supported in line with our special needs policy and the Code of Practice.

**Homework:**

The school community consider homework to be a valuable element of the teaching and learning process therefore:

* Children are encouraged to work at home on a regular basis.
* It is expected that all children will read at home and share books with their parents (or independently) on a daily basis throughout the week.
* Children will have spellings to learn at home.
* Children’s next steps in learning are communicated to parents at parental meetings and parents are encouraged to incorporate these in the work children do at home.
* Teachers monitor homework. Parents are also asked to monitor their children’s homework. If children do not complete homework, then basic homework will be done on Friday morning breaks (or at an alternative convenient time for the class).

**Excellence in achievement / effort is celebrated by:**

* Each child is given an opportunity to have work of a high standard displayed at some time in the school year.
* Sustained effort including drafting and reworking is encouraged to enhance standards.
* School events are seen as opportunities for all children to be involved and to contribute.
* Pupils are encouraged to believe that any work to be displayed should represent the highest standards of their own personal effort and achievement.
* Class teachers send particularly pleasing pieces of work to show to teachers in other classes or to members of the leadership team.
* Good work / manners / behaviour are celebrated in class and at our weekly Golden Book assemblies.

Classes set and work towards their own Incredible Me targets and those children that reach the targets engage in a class chosen Incredible Us reward session.

* School holds regular celebration assemblies were the whole school attends and celebrates achievements in : behaviour, academic areas, sporting awards, awards achieved out of school etc

**Monitoring & Evaluation:**

We monitor and evaluate

* To inform about standards being achieved throughout school.
* To ensure progression and continuity in the national curriculum.
* To share good practice.
* To support school development planning via coordinator files.
* To ensure work planned is being taught.
* To assess resources and their effective use.

# Range of Monitoring & Evaluation:

M & E takes place on a number of levels and is part of everyday custom and practice of all teachers. It takes the form of:

* Teacher assessment, target setting and tracking of individual pupils.
* Classroom observation by subject leaders and the leadership team.
* Head Teacher, SLT and Subject Leaders monitor by walking round school and observing practice (Learning Walk).
* Learning environment review
* Book and work scrutinies.
* Website audits
* Interviews with staff and pupils
* Self Evaluation categorised and monitored by LEA.
* Teaching and learning audit by coordinators.
* External inspections, e.g. OfSTED, Performance Management consultants, LA reviews.

# Monitoring Strategies:

* Subject Leaders are given non-contact time to visit classrooms to observe teaching and learning. It is expected that all other administration involved in the leadership role be subsumed in the 1268 hours conditions of work.
* Subject leaders can choose any aspects connected to T & L, e.g. observing any part of the lesson, classroom management, the use of resources…etc.
* Feedback given to staff verbally is a vital part of evaluation and is appreciated by the receiver.
* Sampling pupil work is another vital part of evaluation and contributes to the raising of standards and the professional development of staff.
* Moderation, particularly within year groups also raises standards, informs future planning and school development.
* Talking with pupils helps gain perceptions of the learner. Questioning can be formal or informal, professionally handled and non-threatening.
* Meetings between staff in year groups/subject areas keep close focus on aspects of school development and are useful and informative.

**Monitoring and Performance Management:**

* Our performance management policy informs and develops the performance of teachers to enhance their career profile.
* M & E has a much broader brief and gathers information to support the development of teachers, subject development, whole school development and all aspects of school life that influence standards.

# Ideas for Observations:

* Planning and record keeping.
* The achievements of the children related to their ability, improvements, age, gender, and subject taught.
* Subject knowledge of the teacher.
* Grouping of the pupils.
* Teaching methods.
* Pupil understanding of the aims of the lesson.
* Classroom management & use of resources.
* Pupil-teacher relationships.
* Pitch and challenge.
* Pace.
* Positive relationships & behaviour management.
* Adherence to school policies.
* Appropriate teaching strategies to the subject and pupils.
* Effective time management.
* Classroom environment.
* Use of questioning to assess & challenge.
* Use of homework.

# Monitoring by the Subject Leader:

* To ensure they have a clear understanding of the status of the subject in school (strengths and areas for development)
* To ensure that the content of the subject overviews are being implemented as appropriate by teaching staff
* To ensure that learning environments support and celebrate learning in each subject
* To ensure that pupils are making good progress and achieving well
* To ensure teaching staff have the subject knowledge to deliver high quality lessons
* To ensure teaching in their subject is inclusive and all groups including SEND and those pupils eligible for pupil premium are doing well
* To ensure that assessment systems are supporting progress and attainment

# Effective Observation:

* **Know what you want to find out**
  + About current practice
  + Policy implementation
  + Attainment
  + Curriculum coverage
    - **Establish Criteria**

Inform staff of the key focus for any observation

Build on and address previous points for development

* + - * **Inform colleagues**
  + Ensure colleagues know what aspect/s is being observed
  + Allow time to reflect on previous targets and suggest steps to address
  + Provide clear expectations and information relating to timings and evidence required
  + Share monitoring proformas before any monitoring takes place
    - * + **Be Professional**
  + Observee is nervous – be cognisant of this
  + Judge lesson in context, not isolation
  + Focus on the specific aspect mutually agreed beforehand
  + Have an agreed checklist of criteria on the aspect observed
  + Do make notes – it makes feedback accurate & easy
  + **Provide Feedback**
  + Reiterate purpose of observation
  + Evaluate in relation to criteria
  + Discuss with colleague the way they taught your subject and how the pupils managed with the objectives planned
  + Although it is inevitable that teaching strategies are intertwined with observing the subject being taught, emphasise its role in the curriculum and colleague’s contribution to it
  + Reflect and evaluate prior targets

* + **Reporting Findings**
  + Share findings with SLT
  + Where issues may demand action, compile an action plan for discussion in staff meetings so that issues can be addressed as a whole staff
    - **How well are we doing?**
    - Data on subject standards, pupil performance, quality of teaching & leadership & management contribute to answering this
    - SL have a crucial role in collection & presentation of this data & will be asked about the present “health” of the subject, giving information about standards, quality of teaching & learning, resource position, INSET needs & action plans/improvement strategies…etc.
    - Core SL will be asked about end of Key Stage test results and on trends related to gender, age & attainment groups.
    - **How do we compare to similar schools?**
    - LA data dissemination
    - FFT
    - Nationally compiled league tables
    - Ofsted

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| **Chair of Governors** | S:\NonPupil\SLT ONLY\SBM -HT -HR & finance\EO signature.jpg |
| **Headteacher** |  |
| **Date** | 15.12.22 |