

# **Teaching & Learning Policy**

## **September 2020**

<b>Formally adopted by the Governing Board:</b>	<b>Buxton Primary School</b>
<b>On:-</b>	<b>September 2020</b>
<b>Chair of Governors:</b>	<b>Kathryn Curtis</b>
<b>Last updated:</b>	<b>September 2020</b>
<b>Review Date:</b>	<b>September 2021</b>

The aim of this policy is to provide a clear understanding of the underlying philosophy of the school in its relation to the way teachers, and other staff, teach and how children learn. It also details how subject leaders, Governors and the Senior Leaders of the school will monitor the quality of teaching and learning to ensure it is as effective as it can be to promote excellent outcomes for all children.

### **Statement of Purpose**

Buxton Primary School aims to provide an effective 'all round' education which encompasses enjoyment of learning as well as the development of key skills, for all primary aged children, within a caring environment. From the moment children enter Buxton, their journey towards self-fulfillment begins, through the development of the whole child.

### **We Aim to:**

- enhance children's personal development by providing opportunities to experience and absorb the values of being loving and caring as they are lived in the school community through the dedication of the staff and good standards of discipline and care.
- foster co-operation between the wider caring community to which we belong, which includes staff, pupils, parents, governors and the local community.
- provide an attractive, safe, stimulating environment for all those in school where each member is valued and encouraged to grow in independence and responsibility.
- strive for academic success, physical fitness and to raise standards.
- foster concern for the welfare of others, promote justice and understanding of other cultures.
- celebrate and improve each other's individual effort, talents and achievements.
- enable every child to achieve through a broad, balanced, active, interesting and creative curriculum, including the requirements of the National Curriculum, based on first hand experience where possible.
- develop a creative and aesthetic awareness.

It is intended that this should be an evolving policy which will enable all members of school staff to work together for the benefit of the children. It also provides the fundamental framework by which the aims of the school may be achieved. Individual policies for various curriculum areas are founded upon this keystone policy.

All children are entitled to equal regard and opportunity in their learning. In providing educational resources and experiences no bias will be shown on the basis of gender, culture, need, social background or religion. Children with Special Educational Needs will be encouraged at their own level within the class framework, with additional help being provided where particular support is required.

Children will be expected, at the same time as becoming more independent, to become increasingly aware of the needs of others and be able to work co-operatively with others. Children will not only be encouraged to respect everyone (including themselves), but to also understand the rights and feelings of others.

**In order to achieve our stated aims the staff and governors need to ensure that:**

- all staff are highly effective.
- there is consistency of approach across the school and within classes and clear progression as children move through school.
- the school is exceptionally well led and managed
- the school is appropriately and well resourced, including adequate ICT provision.
- the school, parents and the school community share common values.
- children are always safe and secure, and free from harm.
- children are challenged to produce work of high quality through high expectations.
- all children make good progress.
- children with Special Educational Needs are identified early and supported.
- Children working above age related expectations are identified and supported.

**The most important factor is effective teaching. In order to promote effective teaching, the staff and governors believe that at Buxton we:**

- encourage a purposeful and collaborative relationship between teacher and class teaching assistant(s) (each class has a designated TA) forming 'seamless' teaching teams.
- reflect the School's Vision within all aspects of school life, and encourage the same in all pupils.
- plan effectively detailing clear learning objectives and 'stepped' success criteria, and challenging content which clearly identify differentiated outcomes for different groups of pupils, and also states 'Next Steps for Learning' (Long, Medium and Short Term Plans).
- have a sound knowledge and understanding of all subjects taught.
- use Assessment appropriately and effectively, ensuring daily assessments feed into future plans and that the principles of APP and Assessment for Learning are fully adopted and incorporated into class practice.
- employ a variety of teaching methods appropriately, which takes account of all learning styles.
- ensure that all staff and children have high expectations in all areas of school life.
- ensure all staff have access to adequate ICT resources (including laptops for all teachers).
- have clear, appropriate learning objectives for tasks set and convey these meaningfully to pupils and those working alongside them.
- Identify and display 'stepped' success criteria for all core lessons
- monitor pupils' learning through questioning and observation
- ensure marking conforms to the school marking policy and identifies pupils next steps for learning.
- ensure that monitoring and assessment inform planning.
- maintain a system of recording pupils' progress and achievements, which will inform future planning; assist in target setting; and provide information to parents.

- to set challenging targets for the class as a whole, particular year groups and individual pupils as necessary.
- That quality interventions are planned by teaching staff to be delivered by teachers and TA's.
- pupils learning and involve parents in their children's education.
- organise resources effectively.
- implement systems for the smooth running of the class and communicate these clearly to pupils and parents.
- encourage pupils to have ownership of the classroom and their own learning.
- encourage pupils to develop an enthusiasm for school.
- extend pupil's motivation and learning.
- achieve high standards of discipline and help pupils to develop and recognise the value and importance of self-discipline.
- create classroom dynamics which ensure a working environment that is stimulating and appropriate to the task.
- develop relationships built on trust.
- ensure that the pace of the lesson is sufficiently 'quick' enough to reflect the needs of the task and the pupils.
- use homework effectively for extending and reinforcing learning.
- ensure that every pupil is able to experience success as a member of the whole school/class/group or individually.
- use ICT effectively to support both effective teaching and learning.
- ensure the classroom is a stimulating and happy environment in which to learn.

### **The Learning Environment**

At Buxton Primary School, an effective learning environment is promoted to:

- facilitate both independent and co-operative work by pupils.
- promote a growth mind set
- develop a technological competency.
- enable pupils to be given progressive responsibility for organising their learning and manage their time.
- ensure available space and materials are used to best advantage.
- enable the teacher/teaching assistant to direct pupils effectively.
- ensure the classroom environment reflects the work themes.
- ensure pupils work is displayed in accordance with our Display Policy.
- enable pupils to select materials appropriate to the task in hand.
- enable pupils to have access to a widening range of learning materials and resources.
- enable pupils to take increasing responsibility for the organisation and care of learning resources
- ensure that resources for learning are effectively stored and displayed.

### **Monitoring the implementation of this policy.**

To ensure that teaching and learning is as good as it can be in our school, this policy will be monitored in the following way:

- through regular lesson observations undertaken by subject leaders, senior leaders or other professional colleagues, (dates and times given in advance and written feedback always provided along with time for discussion),
- through performance management of all staff,
- through scrutiny of pupils work – teaching staff and senior leaders,
- through scrutiny of planning – subject leaders and senior leaders,
- through frequent informal drop ins, by senior leaders or professional colleagues,
- through discussions with children and staff,
- through learning walks, by senior leaders or professional colleagues,
- through scrutiny of data and assessments,
- through analysis of assessments,
- through governor monitoring – NOT to judge the quality of teaching and learning, but to become involved in school life and see the implementation of policies and plans they discuss and agree,
- Through discussions and feedback from parents – senior leaders.

All curriculum and non-curriculum policies support the central aim of high quality teaching and learning. In particular, the school's policies on Assessment, Marking, Planning, Behaviour, Homework, SEND and Inclusion have direct immediate relevance to teaching and learning strategies. Our common formats for literacy and numeracy planning are essential tools to ensure consistency of curriculum and practice.

These beliefs are supported by Post Ofsted Action Plan, the School Improvement and Development Plan and the Schools Self Evaluation Form (SEF).

Governor Members are involved with the school on a regular basis. There are regular full and committee meetings held to keep governors in contact with developments in the school. They are active in their role and challenge plans and decisions to ensure they are produced in the best way. Governors have established their own monitoring arrangements to ensure they are informed about the effectiveness of the school in various ways. Meetings, first hand observation and documentation enable the Governing Board to triangulate information and effectively strategically lead the school towards excellence.