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<b>Signed</b>	

## **SLIMBRIDGE PRIMARY SCHOOL**

### **TEACHING & LEARNING POLICY**

#### **School Aims and Implementation**

Slimbridge School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, support and aspiration where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

#### **Learning and Teaching Policy Introduction**

At Slimbridge Primary School we work towards the aims of the School through providing high quality learning experiences within all we do: in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

- Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun, enabling children to engage and become excited by learning.
- Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
- High quality teaching and learning experiences support children to be able to lead happy and rewarding lives.
- High expectations of learning behaviours are evident through explicit teacher modelling.
- Educating children involves all stakeholders to work together to provide a secure environment that is valued and challenging

## **What is 'good learning'?**

At Slimbridge Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community.
- They have clear direction and are praised for all the good things that they do.
- They are actively involved in their learning at an appropriate level to match their learning needs.
- They are encouraged to become increasingly autonomous learners.
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging.
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered.
- Their learning is effectively differentiated.
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision.
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens.
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

## **What is 'good teaching'?**

At Slimbridge we believe that good teaching is when teachers (and other School staff when applicable):

- Form positive relationships with the children in their class and other members of the school community.
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children.
- Insist on high expectations of learning and social behaviours.
- Ensure that effective direction and support is given in order that the children make good progress.
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding, with a clear understanding of the progression of skills in all subjects.
- Clearly communicate skills and knowledge, including modelling of tasks.
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning.
- Develop and maintain safe, secure and inspiring classroom and learning environments.
- Demonstrate effective lesson organisation.
- Effectively assess and monitor children's progress in order that they can extend children's learning. Focus on giving effective feedback.
- Use resources effectively, including other adults, to support children's learning.
- Use technology effectively in order to support children's learning.
- Develop the range of reading skills required to access all the curriculum effectively.
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.
- Are reflective regarding their professional practice and the overall provision the School offers.

- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.
- Have a secure understanding of progression within each core subject (English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects.
- Engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;

## **Curriculum Planning**

Slimbridge Primary School's planning is based on the following requirements:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The local environment
- The needs of the children we are teaching.

Curriculum planning is split into long-term, medium-term and short-term planning:

**Long-term planning** includes our 'Whole School Curriculum Map' and individual Class Topic plans, plot the content covered from reception to year six for each individual year group and each curriculum area. It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

**Medium-term planning** for English and Mathematics we use the planning provided by the National Curriculum Programme of Study for each subject, although we alter sections in order to meet the needs of our own children. In Maths we use Rising Stars Maths planning and in English we follow a Talk for Writing ethos. In the Foundation Stage, our medium term plans are based on guidance within the Foundation Stage Profile.

**Short-term planning** involves detailed, daily plans are drawn up by class teachers for all subjects each week. The plans identify the learning challenge, skills progression, key vocabulary, assessment opportunities, direct teaching input, key questions, differentiated activities at different levels and resources for learning.

## **The Role of Teaching Assistants**

We have a number of support staff who play a central and specialised role in our learning processes.

Key elements of their role are:

- To support the teaching, either through direct delivery, by enabling access for identified children or providing feedback to children they work with
- Supporting a small group within the classroom
- Delivering intervention groups
- Carrying out assessments
- Preparing resources
- Supporting children with plans for special educational needs

## **Behaviour Management**

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the classroom and in the wider School environment.

## **Assessment, Record Keeping and Reporting**

Children's standards and achievements across the curriculum are assessed in line with the School's Assessment structure. Assessment for years 1-6 includes:

- On-going assessment practices within class and group sessions, including the sharing of and reference to the Learning Challenge and success criteria and self and peer assessments of understanding, outcomes and progress.
- Teachers and TA's focus on continuous feedback during lessons and is used diagnostically.
- Formal assessments from the assessment performance descriptors for English and Mathematics at the end of every term and further assessments for particular aspects of the curriculum as necessary. These are recorded within the School's electronic assessment system.

Children's standards and achievements in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and evidence from children's work. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year. Observations are used diagnostically by teachers to evaluate learning and provide evidence of learning.

Assessment information across the curriculum; both standards and achievements, are shared with parents/carers at Teacher Consultation Meetings, within Annual Reports and at the end of the academic year; which includes information about the next steps for learning in the core subjects. Assessment is summative and formative.

## **Inclusion**

Inclusion is about every child being supported to ensure the active participation and progress of all children in their learning, this is most pertinent for children with additional needs.

Successful inclusive provision at Slimbridge is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.

In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their provision plan indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender or age.

Children who receive additional or extra support, including those with an Educational Health Care Plan (EHCP), have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.